American Vocational Journal

December, 1953

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American Vocational Journal

VOLUME 28 NUMBER 9

EDITOR-IN-CHIEF
M. D. Mobley
Executive Secretary
American Vocational Association, Inc.
1010 Vermont Ave., N.W.
Washington, D. C.

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American Vocational Association, Inc.

EDITORIAL ASSISTANT
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This month's cover features New Mexico's recently remodeled State Capitol Building. Three distinct cultures contribute to life in the *land of enchantment* where the importance of vocational education, says State Superintendent of Public Instruction Tom Wiley, "cannot be overemphasized." Story on pages 4-9.

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

FROM AVA HEADQUARTERS

"THE GREATEST TREASURE THIS country holds today is the undeveloped skill and vocational possibilities, not only of millions of our workers, but of the great army of school children who pass annually from the doors of elementary schools to serve in shop, field and office. So far, we have given little attention to conservation of our human resources.

"In the present conservation movement it is highly important that we realize two things: that our most valuable resources are our own people—and that we are wasting people more than we are wasting anything else. If we forget either of these things, we shall probably find ourselves trying to save at the faucet while we are wasting at the reservoir.

"Vocational education will reduce to a minimum the waste of labor power, the most destructive form of extravagance of which a people can be guilty. There are three characteristic forms of waste labor. They are the unemployed or involuntary idle; the imperfectly employed and the untrained; the improperly employed—the acquisitively rather than productively employed.

"If by means of training you can transfer unskilled labor into scarcer or more needed work of management, you provide a demand for the unemployed army and increase productive power of the community. Upon the distribution of labor upward from unskilled and overcrowded occupations into remunerative occupations, depends more than anything else expansion of our industries. It takes no miracle, only education.

"The two great assets of a nation which enter into production of weath, whether agricultural or industrial, are natural resources and human labor. The conservation and utilization of both depends upon vocational training.

"As the asset of natural resources lessens or falls, the asset of human labor rises in importance. American agriculture has prospered in the past because it rested upon the basis of the richest soil in the world—a fertility which, with the usual prodigality of this people, has been treated as if it were inexhaustible.

"A virgin fertility of soil is no longer available for unintelligent exploitation over any considerable area of the United States. In the future a permanent and increasingly productive and profitable agriculture can be achieved only by scientific culture.

"In agriculture, science has advanced far beyond practice, and it has become essential for our welfare that the farmer be made an expert. Only by intelligent farming are our soils an inexhaustible source of wealth.

"It is essential that agriculture should be profitable, since no business can hold the respect and service of men of ability unless it affords them a reasonable reward for what they put into it, and certainly no occupation can commend itself to ambitious young men unless it affords promise of a good and reliable income.

"The American manufacturer has prospered in the past because of four factors: abundance and cheapness of raw material; inventive genius of this people; organizing ability leading to large scale production; a great body of cheap foreign labor working its way upward in our midst.

"With opening of new sources of supply in foreign countries and with gradual depletion of our own virgin resources in many lines, our advantage from an abundance and cheapness of raw material—so far as commercial competition is concerned—is a decreasing one. We cannot draw on Europe for cheap labor, nor will cheap labor in the immediate future meet the urgent need in American industry for the more intelligent service necessary if we are to satisfy the rising demand for a better product.

"In the proportion that our resource factor fails we must increase the efficiency of human labor in the shop as well as on the farm. The conservation and full utilization of our natural resources can be accomplished only in proportion as we train those who handle them."

The above are excerpts from a report made to the 63rd Congress by the "Commission on National Aid to Vocational Education" on June 1, 1914—almost 40 years ago. Though great progress has been made through the development of a nation-wide program of vocational education in meeting the objectives and aims set forth in the above excerpts, there is still much to be done. Only about 50 per cent of those who need vocational training of less than college grade are presently receiving it. Then, too, vocational education is a never-ending process. Opportunities must be provided for each new generation, if we are to properly utilize—for the well-being of all--our human and natural resources. Most of the excerpts above are applicable to our present day situation, especially in light of the fact that we may be approaching a period of serious competition with Russia and her satellites for the sale of products in the markets of the world.

Credit for the idea for presenting the above excerpts to AMERICAN VOCATIONAL JOURNAL readers is due Roy P. Stewart, Washington Correspondent for *The Daily Oklahoman,* and a good friend to vocational education. The excerpts presented here were carried in Mr. Stewart's column in *The Daily Oklahoman* on November 2, 1953.

Merry Christmas and Happy New Year to all.

W. D. Mobley

Executive Secretary
American Vocational Association

American Vocational Association, Inc.

The American Vocational Association advances American education by developing economic competence of youths and adults. The Association promotes the professional interests of persons engaged in vocational and industrial arts education. It encourages full time and part time programs in these fields; agriculture, business, distributive, home economics, industrial arts, trade and industrial, rehabilitation, and guidance.

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GUEST *Editorial*

By

Tom Wiley, New Mexico
State Superintendent of Public Instruction

"The importance of vocational education in New Mexico cannot be overemphasized . . ."

SINCE MAN FIRST EMERGED from the dark ages, one of his most compelling desires has been to leave his children in a better position to face life. Here in America this urge was demonstrated by the founders of our country. This same idea has been expressed by the almost universal support of the people for more, and better, education for their children. Nowhere else in the entire world is the desire for knowledge more pronounced, so objectively translated into educational programs and so effectively backed by compulsory laws for the schooling of children than it is in the United States.

That this urge for education has been translated from desire to actuality is amply evidenced by the great public school systems of the country which are supported by public taxes; the colleges and universities which cover the land; and the private and parochial schools which are to be found in every state of the Union. No one can question the fact that Americans believe in education.

Every section of the country finds itself with problems peculiar to its location, either because of geographical conditions or the character of its population. New Mexico, a land of interesting contrasts, presents unique problems in education. All of these problems have not been solved, but the work of their solution goes on.

In a state where 3 civilizations have been or rather are, in the process of being merged, some of these problems become a challenge to the ingenuity and the devotion of the educator. In approximately half the state of New Mexico the Spanish language is heard as often as English. In many of our schools the children of Spanish and English (called Anglo here) speaking backgrounds are joined by Indians of Navajo, Apache or Pueblo origin. The problems faced by teachers in the primary grades with children who, because of their home environment, speak and think with greater facility in either Spanish or Indian than in English can well be imagined. In coping with these problems we have found vocational education to be one of the solutions.

The importance of vocational education in New Mexico, with these varied cultural groups, cannot be overemphasized. With an area larger than all of Italy, but with a population of only a little more than 700,000, it would seem inevitable that the greatest need would be for vocational education in the field of agriculture. In the past this was true. Now the mobility of our population and the shifting of our people into urban areas in search of better employment calls for teaching the trades. The demand for skilled workers in New Mexico far exceeds the number of available workers.

Vocational education was practiced in New Mexico long before the Europeans had colonized the Eastern coast of what is now the United States! Between the years 1598 and 1617, the Franciscan padres who accompanied the Conquistadores to the New World had trained over 14,000 converts in various vocations!

But here, another contrast comes into the picture. The land of the ancient has also become the land of the modern. Nuclear fission and technological advances have brought government installations into New Mexico. At Los Alamos, at Sandia, and at Alamogordo, there is a growing demand for young men and women who have been trained in the more advanced techniques of chemistry, science and mathematics. The schools of New Mexico have endeavored to keep their curriculums abreast of the expanding requirements.

Today vocational education is a vital part of the educational program. The preparation of people to meet the demands of the rapidly changing times is a challenge to all educators. In New Mexico we have accepted that challenge, and the scope and effectiveness of the vocational education program are being constantly broadened.

the Journal salutes New Mexico

PROBABLY IN NO OTHER SECTION of the United States have educational leaders been faced with the challenge they have found, and accepted, in New Mexico. This western empire, 4th largest state in the Union, 39th in population, and plagued with problems inherent in bilingual societies, also has one of the lowest per capita average incomes in the country.

The need for education, both vocational and non-vocational, has long been recognized. Today educational leaders find themselves no longer in the position of attempting to sell an educational program to the people of New Mexico, but rather they must meet an ever-growing demand for specialized training.

New Mexico continues to be a meeting place for the past, the present and the future. Vocational education was begun in 1598 by the Franciscan Fathers who followed the Conquistadores of Old Spain into this part of the New World. Between that date and 1617 over 14,000 converts were trained in the simple arts of home economics, weaving and agriculture. These converts, of course, were the Indians who were on the land when the Spanish conquerors arrived.

Today New Mexico has 3 distinct civilizations contributing to its life as a state. All 3, Indian, Spanish and Anglo (an "Anglo" is a descendant of the English speaking settler), have contributed from their own cultures to make the pattern of life in New Mexico distinctive and original.

With the installation of great atomic centers in the state, New Mexico assumes a position of some importance in the development of new sources of power for either the benefit or the destruction of man, as he wills. The explosion of the world's first A-bomb at Alamogordo, New Mexico, triggered the realization that the future will demand ever-increasing, ever-broadening educational fields if youth is to be prepared to meet its challenges.

With mining and stock raising the State's principal industries, and with few cities, it was only natural that educators should recognize the great need for vocational education.

Senate Bill No. 4, accepting benefits of the Smith-Hughes Vocational Educational Act, was signed by Governor W. E. Lindsey on May 5, 1917, the same year it was approved by Congress. In November of 1917 the Federal Board of Vocational Education had approved New Mexico's plans for operation of the vocational program, under the direction of Ruth C. Miller, the state's first director of vocational education.

In the same month the New Mexico State Board for Vocational Education approved New Mexico A & M College for a Department of Vocational Education to train teachers for agriculture and home economics. The following spring the State Board employed Ed Smith as the first State Supervisor of Agricultural Education.

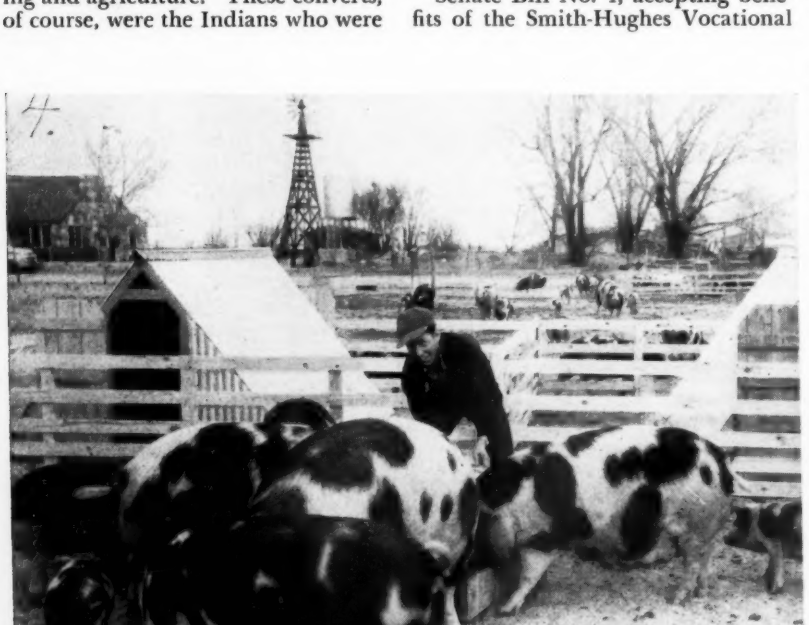
Thus, within less than 12 short months after passage of the Smith-Hughes Act, New Mexico had fully qualified itself to take advantage of its provisions for the vocational education of its people. Its educators had recognized the great value of the program to the state and had acted with all speed to take advantage of its opportunities. Let's review the accomplishments.

Vocational Agriculture—In 1918 86 boys were enrolled in vocational agricultural training in New Mexico. Today we have an enrollment of 2,000, with 53 departments and 56 instructors.

The program in New Mexico is designed to meet the needs of students—needs indigenous to the communities in which they live where either dryland farming, ranching or irrigated farming will be their life's work.

In the New Mexico high school the major objective of those teaching in this field is to prepare boys for establishing themselves in farming or ranching. In addition to teaching these youths to efficiently manage a farm or ranch they are also taught to improve farming or ranching techniques in their respective communities; to help improve local living conditions, and to become better citizens and leaders.

The instructional program is divided into 4 phases, coordinated to help boys meet their objectives. They are outlined here.



A vo-ag student shows a farming enterprise that started him toward self-establishment.

where vocational education is important in merging three cultures with the past, the present, and the future.

Classroom and field instruction must be practical and fit the needs of the student and his community. It is based on learning by observation and doing. In classroom and field instruction the main objective is to teach boys to think for themselves; express themselves; evaluate information; solve problems; and make decisions.

Instruction in agricultural mechanics must provide boys with necessary skills to meet the farm mechanics' needs of the community in which they reside; training in the operation, care and maintenance of equipment; and good safety and work habits.

The purpose of the program of vocational agriculture is to help students put into operation practices they have learned in classroom and field instruction. Boys learn the pride of ownership, and are encouraged to become established in farming, as responsible managers. They learn to plan their work, think purposefully, and analyze their problems.

An integral part of the vo-ag program is the Future Farmers of America which is designed to provide training in leadership, citizenship and civic activities.

The Future Farmers of America was organized in 1929 in New Mexico with 14 local chapters and a total membership of 132. From this modest beginning in the state it has steadily grown to 53 chapters and an enrollment of 2,000 members.

In New Mexico 372 FFA boys have been awarded the State Farmer Degree. Of these, 60 per cent at the present time are engaged in farming. Fifteen members from New Mexico have received the American Farmer Degree, highest awarded by the National FFA, and 94 per cent of these boys are engaged in farming, or ranching at present.

There has been continuous growth in the farming programs of the vocational agriculture students. Now there is an average of 1.5 enterprises per student, with an annual average income of $249.50.

Distributive Education—The first classes for workers in the distributive occupations were organized in New Mexico about 15 years ago. Soon after the passage of the George-Deen Act in 1936 plans were made to take advantage of the federal funds provided for the development and expansion of this new service. Since 1938, classes have been provided for secondary school students, adult workers in distributive occupations, and coordinators and teachers who carry on the programs.

Several local secondary school administrators saw the advantages of cooperative work experience programs for the distributive occupations. Early efforts of these administrators and coordinators have brought about a variety of classes and practices.

During the war years, 1941-1946, some cooperative programs were discontinued. As soon as this period came to an end, new coordinators again became available and programs were replaced. Twelve cooperative classes operated during the 1952-53 school year, with about 25 students per class.

Adult classes for workers in distributive occupations during this 15-year period have been varied.

In Santa Fe, girls learn the intricacies of efficient homemaking with modern equipment.

The first course was conducted on an itinerant basis by specialists operating from the State Department of Vocational Education and through the University of New Mexico Extension Division. Early courses included credits and collections, retail salesmanship, and selling to tourists.

Other cities have had adult extension classes in later years. Some have been in connection with regular public school adult education programs, others have been organized and operated either from the State Department of Vocational Education or an extension division of a college or university. Some of the most successful classes are in real estate selling and appraisal, showcard writing and window display, buying and merchandising, selling candy at wholesale, and general salesmanship.

Early supervision of the distributive education program was carried on from the state level by the trade and industrial service. In 1946, through the efforts of representatives of the United States Office of Education; the University of New Mexico, and the State Department of Education, a teacher trainer has supervised the local coordinators on an unofficial basis. Through the program of classes offered at the University enough coordinators have been prepared for service in the local school programs.

In-service conferences, workshops, and other meetings for distributive education personnel have been organized and conducted by the teacher-trainer. More emphasis is planned for this type of activity in years to come.

New Mexico has followed the federal and other state trends in regard to principles of program operation and practices. A few outstanding developments are briefly described here.

The early cooperative and adult classes were usually held in any available classroom. During the past few years several additions have been made to high school facilities in Albuquerque and other places so that coordinators could design and use special store fixtures and merchandising units.

One elaborate classroom is in Carlsbad. A regular model unit consisting of wall and display fixtures, counters, and shelving, has been very helpful in publicising the program and in teaching salesmanship, merchandising, and retailing techniques. Other high schools have provided room for cooperative classes and special equipment in Las Vegas, Las Cruces, Deming, Artesia and Clovis.

Distributive education has existed in New Mexico for the past 15 years. Here an Albuquerque h.s. student sells under the supervision of the store manager.

In order to meet the needs for distributive occupational training in communities with 5,000 population or less, it has been the practice to organize programs where coordinators only spend half time with students. From 12 to 20 students are usually enrolled in these smaller cooperative programs. Coordinators are allowed at least 2 hours daily for coordination and counseling activities.

These classes have been quite successful. The coordinators use the other half time for teaching regular business subjects, and carrying on guidance activities, or related work. More programs can probably be developed to good advantage in a number of the small towns of our state.

Several of our distributive education departments have been quite active in organizing and operating a school store of some type. This has given the students merchandising experiences which fit in very well with their sales training and work experience. The students in the Deming High School distributive education class made nearly $2,000 by operating various sales concessions at athletic and social events one year. School stores are in the experimental stages in many of our schools. Contributions, to make these stores possible, have come from distributive education classes.

The most extensive program of adult education in New Mexico, in which classes have been offered for workers in the distributive occupations, has been that of the University of New Mexico's Extension Division Community Evening College. This college has provided non-credit vocational and avocational courses for several thousand persons in Albuquerque and vicinity.

During the spring of 1953 several meetings for state officials, local coordinators and administrators were concerned with the evaluation of present program plans for future development.

A statewide survey conducted by local coordinators indicated that local distributive education programs have been quite successful; that they should be further expanded and developed; and that some operating techniques could and should be improved. Inefficient practices should be eliminated after careful study of each program, and it was felt that the public needs to know more details about the operation of a distributive education program. Consequently, every effort will be made for better public relations.

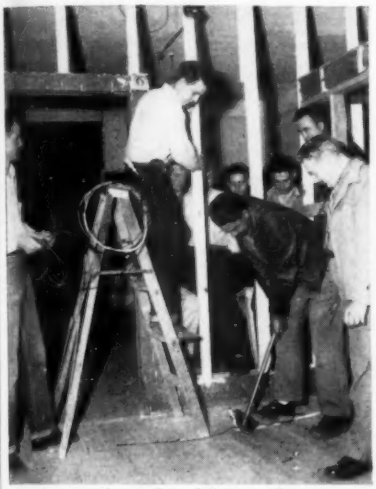
These meetings also pointed out that more recognition and leadership are needed for the future expansion of this program on the state level; that funds must be provided for further development, and that official supervision and leadership should be encouraged.

Homemaking Education—Early in the 20th century, homemaking education began to make its contribution to the education of girls in New Mexico. In 1913—a year after New Mexico was admitted to statehood—there were 3 homemaking centers in the state. These were increased to 6 by 1914. In 1918, the New Mexico College of Agriculture

and Mechanic Arts introduced training for vocational homemaking teachers, after acceptance of the Smith-Hughes Act. By 1919 there were 6 reimbursed homemaking departments and 2 evening schools. At the end of that year 57 towns reported high school homemaking departments, clearly demonstrating the influence of the Smith-Hughes Act and the prospects of federal aid.

This program in New Mexico has always placed particular emphasis on homemaking activities in the home. The home project, or home experience, is an integral part of the teaching program.

Our teachers visit homes and help our students to become better homemakers. Planning conferences with pupils are regularly scheduled.



Apprentice electricians wire a house in trade extension class.

Teachers have the opportunity to work with entire families when guiding student projects. During the school year 1952-53, approximately 6,000 home projects were carried out in New Mexico homes.

The New Mexico curriculum guide, based upon statewide surveys of homes and communities, and covering all aspects of family living—facilities, food habits, and family activities—is designed and constantly adapted to meet the common needs of all families in our far-flung and diverse communities. The teacher in the local situation is encouraged to make further adaptations that may better serve the girls and families of her particular community.

Another area of emphasis in the vocational homemaking program is that of working with adults. Adult classes are usually taught by the vocational homemaking teacher since she is often the person best qualified to serve. This past year 750 women were enrolled in 22 classes.

Yet another outstanding phase of the program is the Future Homemakers of America. We have 60 FHA chapters with 2,600 chapter members. The national program of work is adapted to the needs and interests of our communities. New Mexico is very proud of having furnished 3 national FHA officers in the past 6 years. Catherine Dicks, present Assistant National Adviser of the Future Homemakers of America, and on leave from the state of the New Mexico Division of Vocational Home Economics, is, incidentally, one of our state's homemaking graduates.

Another New Mexican, trained in vocational home economics in the state, is Mrs. Ethel Buer, now retired. Mrs. Buer's thesis, written in 1940, *Development of Home Economic in New Mexico,* is the source of some of the facts used in this article.

Women assemble electronic equipment in a trade extension course in Albuquerque.

The heart of the homemaking program of today is family-centered teaching. This means that every effort is made by teachers to interpret to pupils the needs of families, through learning experiences at school and at home, so that they may have better and happier lives. Therefore, teachers must be aware of changing family ways, and changing community and family needs. The teachers must be up to date in techniques and trends in living and teaching. Now, more than ever, teachers are challenged to show human understanding and warmth in working with youths and adults.

We plan our homemaking departments so the student will be in a homelike atmosphere and environment. This is done by providing a homelike center of interest in the arrangement of furnishings, and is carried on out to a spacious department or an entire cottage.

Visitors to schools in New Mexico are invited to vocational homemaking centers. Among the departments with new quarters are those in Santa Fe, Fort Sumner, Portales, Hobbs, Alamorgordo and Lordsburg.

Although New Mexico receives the minimum allotment of federal vocational funds the program has progressed and continues to grow. Additional funds could be put to excellent use and would benefit additional communities and schools.

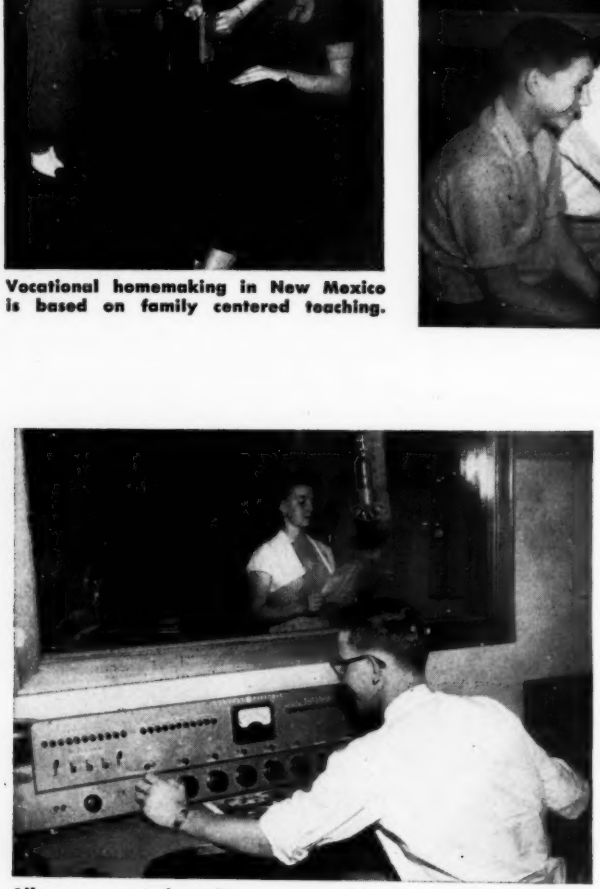
Trade and Industrial Education—Trade and industrial education in New Mexico has had a gradual and steady growth over the years. Its expansion has been spurred by the increase in all parts of the state of small industrial plants and a growing demand for men trained in the various skills. At the present time New Mexico's T & I program has 56 all day classes, 36 part time classes and 23 classes devoted to veteran instruction. This is a great stride since establishment of the first T & I class in Albuquerque in the early 1920's.

Once considered strictly an agricultural state, New Mexico in recent years has indicated a strong trend toward industrialization. Although most of the industries are of the small, hometown type, they have created a growing demand for trained workers, and vocational education for New Mexico's school-age youngsters is meeting the need.

The first public school administration in New Mexico to take advantage of the provisions of the Smith-Hughes Vocational Act of 1917 was the Albuquerque Board of Educa-

Vocational homemaking in New Mexico is based on family centered teaching.

An FFA chapter gives careful attention to planning activities.

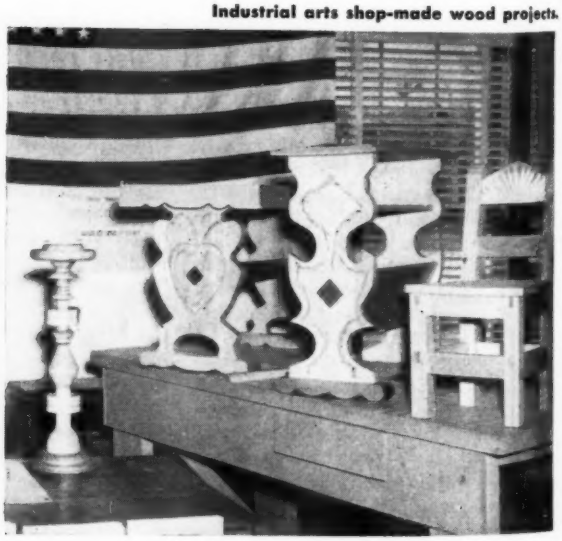


Albuquerque students have opportunities for training in radio.

The Bataan Vocational School, Santa Fe, is a new building.

Boys work in motor tune-up section of h.s. automechanics shop.

Industrial arts shop-made wood projects.



tion. In the early 1920's a day trade preparatory course in machine shop practice was included in the curriculum of the Albuquerque High School. The instruction prescribed provided pre-apprenticeship training for many boys entering employment in the Santa Fe Railway maintenance shops in Albuquerque, which at the time furnished the principal outlet for skilled workers in several trades.

By 1927 the Albuquerque school was offering training in woodworking, machine shop and metal work, auto mechanics and printing. In 1939, influenced by Albuquerque's growing importance as a center for military, commercial and private airplane traffic, a training program in airplane mechanics was instituted. The program shortly included courses in navigation, airport and hangar facilities, and meteorology.

In 1946 a shop building with all the equipment and tools necessary for complete training in cabinet work was added to the program.

In other sections of the state the program took hold and in many cities progress in enlarging the various courses offered has kept pace with that in Albuquerque. Trade and industrial courses are now offered in Belen, Bernalillo, Carlsbad, Clayton, Clovis, Cuba, Costilla, Gallup, Grants, Las Vegas, Los Lunas, Silver City, El Rito, Pecos, Portales, Santa Fe, Socorro and Taos. Although some of these are small and isolated communities, equal facilities for training have been provided.

Training is available in machine shop, auto mechanics, printing, cabinet making, ceramics and cosmetology. In some instances the schools have been able to place as high as 90 per cent of the graduates. The multitude of federal installations in New Mexico, especially in atomic and guided missile projects, as well as the increased activity in mining and oil field development has contributed greatly to the successful placement of trainees.

In May, 1948, the Department of Vocational Education, in cooperation with the Rural Electrification Cooperatives, initiated the Job Training for Safety program with an itinerant instructor, working directly under supervision of the State Supervisor of Trade and Industrial Education. Training is especially set up for linemen, employed by the cooperatives, and is needed because of the hundreds and hundreds of miles of line to be serviced. Participation in this program is now almost 100 per cent by the rural cooperatives, which bear half its cost.

Since New Mexico is a state of very large area and sparse population, it is only natural to find many schools so small as not to be able to afford shops and laboratories. Federal ownership of approximately 40 per cent of the state's entire area is a contributing factor in the matter of money available for school purposes. To meet this situation a diversified occupations program has been established whereby local schools cooperate with industrial establishments in the training of these students. In this type of program the student receives job training in the shop, based on analysis of the specific trade he is to learn. The school provides related classroom instruction one hour per day, 5 days a week. The instruction is individual and covers job relations, trade mathematics, and theory of the trade. Such training is now offered in carpentry, office machine repair, sheet metal work, body and car repair, furniture repair, motor repair, printing, housepainting, electricity, machine shop, nurses aid work, and bricklaying.

In the Albuquerque public schools a school of practical nursing has been organized with the cooperation of all the hospitals in the area. All women between the ages of 18 and 50 employed as practical nurses are eligible to enroll. Plans are now being made to extend this program throughout the state.

Another program which has been developed to meet a local need is a course of training for oil field workers. Short term courses, they are offered by itinerant teachers and include care and operation of pump engines and drilling mud control. These courses are given in cooperation with local school officials and oil well drilling contractors who operate in the state's various oil fields.

Since 1913 New Mexico has had a program for night school classes in its public schools. During 40 years of operation the night schools have become recognized as opportunity centers of learning for groups interested in increasing their civic and vocational knowledge.

In these night schools classes are offered in electricity, carpentry, sheet metal working, plumbing, brick and tile setting, painting, glazing, radio and electronics, and machine shop.

The veterans' vocational training program has been a large and important one in New Mexico. At present, there are 23 veteran programs in the state. These consist of classes in auto mechanics, cabinet making, machine shop, boot and shoemaking, ceramics, commercial cooking and weaving.

The great value of the trade and industrial program in New Mexico far exceeds the money, time and effort put into it. Its benefits to the state and the people are wide and varied.

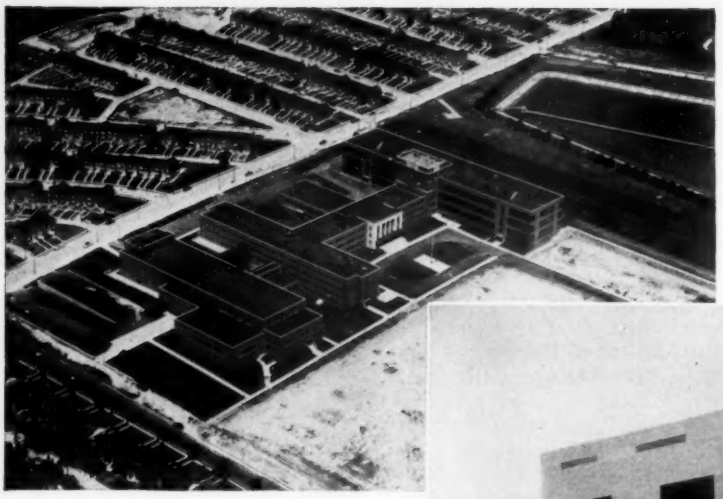
FACTS FROM NEW MEXICO

T&I PROGRAM:

Enrollment:		
All-Day Program	664	
Part-time Program	1255	
Distributive Education	458	
TOTAL ENROLLMENT	2377	
Expenditures—1952-53		
All-Day Program		$99,281.77
Part-time Program		36,006.96
Distributive Education		30,116.87
TOTAL EXPENDITURES		$165,405.60

VETERANS EDUCATIONAL TRAINING PROGRAM:

Enrollment for period, March, 1950 through February 28, 1953	4,001
Expenditures for same period	$1,251,587.93
Of this amount $400,000.00 represents equipment	
Income to veterans for same period	$5,761,440.00



This aerial view shows the magnitude of Baltimore's new Vocational-Technical School. Inset is a closeup of the majestic main entrance.

A Dream Comes True in Baltimore

15 years of planning result in the Mergenthaler Vocational School—with 60 shops, 17 acres, the latest equipment, and 42 ideal classrooms.

FULFILLMENT OF A DREAM of more than 30 years, Baltimore's new Vocational-Technical High School building is the result of continuous planning for the past 15 years. There may be larger, more costly, and more elaborate vocational high schools in the United States, but none is more attractive, more modern, more spacious or useful for the students it is designed to serve. The new building makes possible the merger of Baltimore's Edison, Barton, and Mergenthaler Vocational High Schools under one name.

These 3 schools have long records of outstanding achievement. The Boys Vocational School (later named the Edison Vocational High School) has been in existence since 1918. The Mergenthaler Vocational High School of Printing, which opened in 1923, was the outgrowth of the printing department in the Boys Vocational School. The Barton Vocational High School (originally the Girls Vocational School) opened in 1925. The fine traditions of these schools from an academic, cultural and vocational education standpoint, as well as their school spirit, moral stamina, human relations and high standards will be immediately in evidence in their new home.

The new building is named in honor of Ottmar Mergenthaler, who was one of the leading American inventors, and, at the height of his fame, a resident of Baltimore. His invention of the Linotype was one of the greatest contributions to the advancement of civilization. He never learned the printing compositor's trade, but as a watchmaker, a trade he learned in Germany, he developed the highest degree of precision in mechanical measurement. Later he became a highly skilled machinist, a designer of electrical instruments, an inventor, a tool and die maker, and a precision craftsman.

Located on the beautiful 17-acre Hillen Road site, the school is one of the finest ever built for boys and girls of high school age.

The building covers an area 2 city blocks long and 1 city block wide. Facilities include 42 classrooms and 60 shops, laboratories, and other special subject depart-

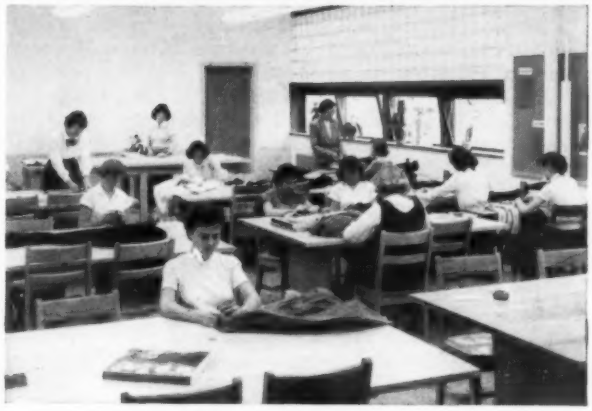
ments. Corridors, including the stairs, are more than one mile in length and a complete tour through the building, corridors and classrooms totals more than 3 miles. To provide the most modern daylight facilities, more than one acre of glass has been used in windows and doors. Surrounding the building is a beautiful campus, a parking area for more than 150 cars, and special athletic fields.

The high school is accredited by the State Department of Education. Students are admitted on the basis of age, interest, scholastic achievement, mental capacity, and aptitude. Those who complete the prescribed vocational high school courses are awarded standard high school diplomas. Frequently, graduates of vocational high schools continue their education in college. Students with mechanical aptitude, upon completing the 8th grade, are eligible to enter the three-year courses leading to the vocational school diploma.

Forty vocational courses are offered. Several new ones have been added to the industrial and business curricula that existed in the 3 vocational high schools. The school opened with an enrollment of 1600 students, but it is planned to accommodate 2000 boys and girls. With its opening, Baltimore arrives at a new era of vocational education with bright prospects for the preparation of youth for trade, industrial and business occupations of their choice. The school will also provide extension training in a great variety of courses for employed workers.

Courses include Patternmaking; Mechanical Drafting and Design; Acetylene and Electric Welding; Aircraft and General Sheet Metal Work; Automotive Mechanics and Body and Fender Work; Cabinet Making; Commercial Art and Sign Painting; Electric Wiring, Motors and Controls; Machine Shop Practice and Tool and Die Making; Millwork and Furniture Construction; Office Practice and Machines; Radio and Television; and Sanitation and Heating.

Printing courses, including Hand Composition; Job, Automatic and Cylinder Press Work; Photo-Lithography and Offset Printing; Commercial and Advertising Art; and Linotype and Monotype Composition were developed in the Mergenthaler Vocational High School. Courses transferred from the Barton Vocational High School include Dressmaking and Design; Commercial and Industrial Art; Cosmetology;



Above, part of the display window in the lobby of the school; opposite is a view of the dressmaking shop. Below (l) a bricklaying class and (r) the new Harris Offset Press. At bottom of column is the bake shop, huge & complete.

Distributive Education; Food Preparation and Service; Secretarial Training and Medical Secretary.

Courses added to the program in the new building are Air Conditioning and Refrigeration; Airplane Mechanics; Child Care; Commercial Baking; Dental Secretary; Metal Casting; Oil Burner Installation and Service; Practical Nursing; Bricklaying; Stationary Engineering; Electronics; and Fountain Service.

Planning for this school required the attention, skill, and knowledge of many experienced persons. The Technical Advisory Committee of the Baltimore Association of Commerce, assisted by the professional staff of the Division of Vocational Education, made thorough studies of local needs for trained beginning workers in the various trades and business occupations. The interest of boys and girls in specific vocations was also taken into consideration.

In addition to Baltimore's experience in vocational education over the years, plans of new vocational schools in many cities were reviewed and carefully scrutinized. Many features to be found in these schools were incorporated into the Mergenthaler building. A number of cities were visited by architects, engineers, and representatives of the Division of Vocational Education. In this way it was possible to determine the types of buildings and facilities that had been found to be successful. Advice offered to the committee by administrators in these cities was very valuable.

Building facilities for the trade and business courses in the 3 old schools in Baltimore which, through experience, had been found to be satisfactory, were carefully reviewed. The facilities for the original courses, as well as for the new courses, were skillfully planned to meet specific requirements as to size, location, and services. Many vocational teachers assisted the administrative staff in developing the new school facilities and in making the tentative plans, which were later placed in the hands of the architects and engineers who developed the plans and specifications for the new building.

The school embodies all standard facilities, as well as the unique features that resulted from the careful planning to meet the needs of the various educational activities which were incorporated in the new building.

Main entrance doors open into a spacious and beautiful lobby. On the right and left side are 2 large display windows for continuous use in exhibiting the products of the school and other educational materials. The arrangement and care of these windows, as well as other display windows and cases in the building, is the responsibility of the distributive education classes with the assistance of other departments of the schools.

Opposite the entrance doors is a well appointed and appropriately designed Sales Store and Display Room. Some items of a limited variety of school products will be sold in this store, but it will serve largely as a distributive education training unit in the planning and arrangement of modern displays.

The administrative office suite is to the left of the main entrance. It includes the principal's office and waiting room, an office for each vice principal, and 2 offices for vocational counselors.

Head of Baltimore's Vocational School system is Charles W. Sylvester who soon will begin his 27th year of devoted service as AVA treasurer

In Unit "A" a tower was constructed adjacent to the elevator shaft. The two floors in this tower will be considered later for use as a radio or television station. Above the radio equipment room on the 5th floor is a space that will make an excellent studio. This room also has an observation mezzanine 16 feet x 49 feet.

Facilities for the music department have been constructed on the floor above the foyer to the auditorium and gymnasium. They include a choral music room, seating 80, and an instrumental instruction room for 60 students, with 3 special practice rooms and a music library. The space also includes a classroom and storage rooms for instruments, uniforms, and other equipment. Walls, ceilings, floors and doors are sound resistant.

An attractive library is on the second floor of Unit "B". It boasts a small conference room and a well-planned repair shop and storage room.

Across the corridor from the library is the large cafeteria. Seating 750 students, it is one of the finest dining rooms in the city. Adjacent to the main room are two smaller dining rooms, one for teachers and the other for luncheon conference purposes. A double serving counter of stainless steel is of the most modern design and equipment and the well equipped kitchen has been planned for both utilitarian and training purposes. Although this unit is on the second floor, its delivery entrance for supplies and materials is at ground level.

Child Care training is provided through the modern pre-kindergarten facilities where 15 three- and four-year-old children are under the care and instruction of a trained, experienced teacher. High school students will serve as assistants to the teacher in the training program. This department, on the ground floor of the "C" Wing, is virtually segregated from the balance of the school (housing its own private entrance and appropriate facilities) and offers a specially planned and enclosed play yard for outdoor activities. The "micropane" windows between the rest room and the activity room permits visitors to observe the children.

Food service training for both boys and girls is thorough, practical, and extensive. The course includes the planning, purchasing, and storage of food materials; the preparation, cooking, and service of foods; and related study of foods, cooking materials and elementary nutrition. The food laboratory in the Home Economics Department is used for basic training. Students who select vocational courses continue their training in the Tea Room Service course which uses a modern, specially equipped kitchen and an attractive dining room. This training is supplemented by planned assignments in the operation of the Fountain Shop. The Bake Shop also provides valuable instruction and the well-equipped cafeteria kitchen gives students an opportunity for training in quantity cooking and standard cafeteria service.

Athletic and physical education facilities include a gymnasium with an electrically-operated door that

(Continued on Page 28)

This is seventh in the Journal's current IAPPC series: Principles of Planning Industrial Arts Shops.

Planning the Finishing Room

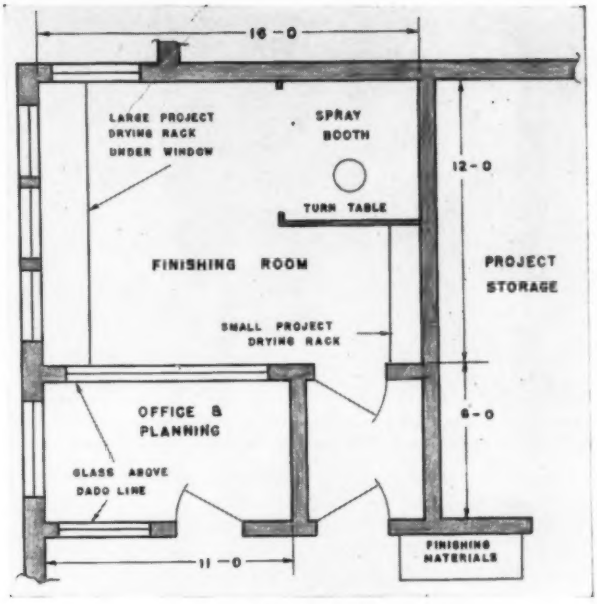


Figure 1

by W. E. Wright
Assistant Professor, Industrial Education
Agricultural & Mechanical College
College Station, Texas

ONE OF THE MOST IMPORTANT phases involved in making a project in industrial arts is that of finishing. Regardless of how high the quality of craftsmanship displayed by a student in constructing a project, his efforts will be of little value unless he does an acceptable job of finishing. A poorly constructed project can be made quite attractive if finished properly, but a poor finishing job will make a project possessing fine craftsmanship appear rather inferior.

When a student spends many hours of conscientious work in constructing a project, he should be given an opportunity to obtain a beautiful and desirable finish. Frequently, the lack of a properly designed, equipped, and managed finishing room results in loss of student interest.

Since a well planned and equipped finishing room does make a most important contribution to student interest, attitudes, and apprecation through expediting higher degrees of accomplishment, every industrial arts teacher should put forth special effort to provide desirable facilities.

Some of the more important factors that must be considered in providing adequate and convenient finishing room facilities are: location, size, lighting, ventilation, spray booth, drying center, material storage, and safety.

LOCATION

A desirable location for a finishing room is one that takes full advantage of natural lighting, avoids dust creating areas of the shop, is near a main entrance to the outside of the building, and has access to an outside wall for exhaust of air and fumes from spray booth.

Glass partition walls should separate the finishing room from the shop proper above the dado line and approximately 4 feet above the floor. This enables the instructor to "keep tab" on the finishing room when he is busy in the shop, or vice versa. The finishing room shown in Figure 1 has many desirable location requirements.

SIZE OF ROOM

The size of a finishing room will depend upon the nature of work to be finished and finishing room management. A finishing room for an electrical or metal shop does not need to be as large as one for woodwork. A room containing 90 to 120 square feet should be sufficient for most general metal and electrical shops. The finishing room in the general metal shop, shown in Figure 2 (page 14), contains 100 square feet, and has proved quite satisfactory. For a woodwork finishing room to have ample space for a spray booth and storage of projects while drying, a room containing approximately 200 square feet should be provided. The finishing room shown in Figure 1 should prove adequate for the average junior high school industrial arts shop. It is quite difficult, if not impossible, to set up specific finishing room sizes. Factors such as the number and size of classes using the room, grade level, size and type of projects built, and funds available, all tend to regulate room size.

LIGHTING

A desirable lighting conditions for applying a finish would be in an open shade on a bright sunshiny day. Research studies on lighting in schools and industries have proved that a lighting system that affords at least 200 footcandles is necessary for fine sanding and finishing.[1] This value is based upon that required to provide adequate visibility for reading 8-point Bodoni type printed with black ink on good white paper illuminated to 10 footcandles. Regardless of how many footcandles of illumination provided, it is highly recommended that the system installed be explosion proof.

Some school authorities have taken steps to make "seeing in the classroom" a reality, but far too little is done to protect and ease the burdens on the eyes of our students. Industry has found that when illumination is equal to the task, production increases, more merchandise is sold, and morale is improved. If desirable lighting conditions are of special value to industry, then proper and efficient schoolroom lighting should receive far more consideration than it has in the past. It is hoped that more teachers and administrators will study the characteristics of visual tasks in the classroom and re-evaluate the worth of young America's eyes.

VENTILATION

Exchange of air in the finishing room is one of the most important of all factors that must be controlled

[1] M. Luckiesh, *Light, Vision and Seeing*, D. Van Nostrand Company, New York, 1942, pp. 186-187.

Figure 2: Glass is used in partition walls of the finishing room in the General Metal Shop, Thomas J. Rusk Junior High, Dallas, Tex.

Figure 3: This recommended spray booth for finishing projects is in use at the General Wood Shop, J. L. Long Jr. High School, Dallas.

in its design. It is most essential that a large volume of dust free air, at the desired temperature, be brought in and discharged free of fumes and particles of finishing materials.

Much thought should be given to the movement of air in and about the finishing room. It would be desirable to operate a finishing room under a slight pressure by forcing filtered air into the room so that when the door is opened a slight movement of air out of the room into the shop proper rather than into the room will result.

If operation of the room under a slight pressure is not possible, then special effort should be made to allow little air other than through air filters in the partition walls to enter. Quite often it is possible to plan a shop so that the entrance to the finishing room is made by way of a short hall with dust tight doors. This type of planning, shown in Figure 1, affords a rather efficient trap for dust and is highly recommended.

SPRAY BOOTH

A finishing room would not be complete without an adequate spray booth. The booth shown in Figure 3 is equipped with exhaust filters of expanded fiber construction of the replaceable type, electric bracket lights, 2 line air transformers with coupled spray guns, and a 6500 CFM fan which requires a 6500 square inch intake filter bank. The intake filters are of permanent expanded aluminum construction and located in the partition walls between the finishing room and the shop proper.

For the booth to operate efficiently, an intake filter bank of sufficient size must be provided. In many instances it may become necessary to devote a good portion of the wall between the construction area and the finishing room to intake filter space.

DRYING CENTER

The nature of the drying area will depend upon the type of work done in a given shop. A woodwork or comprehensive general shop will require a larger drying center than a metal shop. Open adjustable shelves should not occupy all of the area in the drying center. Some floor space, the amount depending upon the type of shop, should be left for large projects that cannot be put on shelves. These shelves should

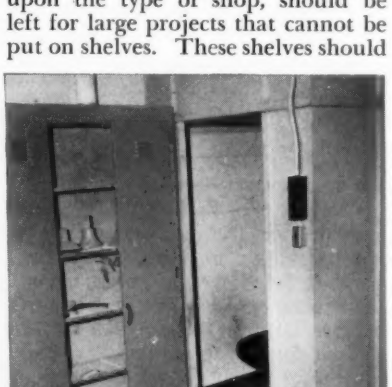


Figure 4: The small spray booth and drying center, Thomas J. Rusk School.

be used only for drying purposes. Shelving facilities in the drying center should not consist of solid boards but rather of strips one inch wide separated by one-half inch spaces. This type of shelving enables air to circulate freely around the projects and collects less dust.

MATERIAL STORAGE

The storage of finishing materials is one of the most difficult and perplexing problems of industrial arts teachers. Many teachers have found the finishing room to be an *undesirable* place to keep finishing materials. By placing the finishing materials in a metal cabinet *out in the shop proper,* near the finishing room entrance, the following advantages result:

Checking on cleanliness of materials and equipment is facilitated.

The finishing room is clean and neat; free of spilled paint, varnish, and other materials.

There is less waste of materials because closer supervision is possible.

Students are more cautious in mixing and pouring materials when they are working in the shop proper rather than the finishing room.

Traffic in and out of the room is reduced.

Spoilage that results from spilling and splashing materials is avoided.

Fire hazards are reduced.

SAFETY

In a clean, orderly finishing room, with definitely established procedures and safety practices, the possibility of fires and accidents occurring will be negligible. This concept is based upon the assumption that certain safety features have been provided in planning, building and equipping the finishing room. Some of the more essential safety features are:

Removal of fumes and gases by means of a special exhaust system

Adequate and proper lighting

Explosion proof type lighting and electrical installations

Sufficient work and drying space

Emergency door or window exit

Piped-in compressed air for spraying

Oily waste can for temporary placement of oily rags, paint rags, etc.

West Virginia says yes—

farm women can and do contribute to research

by Sara Ann Brown
Head, Home Economics Education
West Virginia University

HAVE YOU EVER WONDERED if farm wives can make a contribution to research? Could this contribution be as worthwhile as their husbands make when they feed cattle or hogs for a research project sponsored by some organization? Let us look at the contributions West Virginia farm women have recently made to research. Here are three typical studies carried on in the Division of Home Economics at the University.

Five hundred farm women contributed to a study by Witteborte which dealt with business centers in farm homes. Because of the information which these women furnished, 3 things have been done. *First,* many types of desks were constructed from orange crates, kitchen cabinets and the like. These were scored by farm families and are now being tried out in rural homes. As a result of these trials, these families are making recommendations for improving them.

Second, the extension home management specialist used the information for a lesson for Farm Women's Clubs titled *A Business Center for Your Home.* She reports that this was one of their best lessons.

Third, a bulletin on *Farm Home Business Centers* by Noer and Plonk has been published and made available for distribution. About 10,000 copies of this bulletin have been ordered by other states to use with educational programs. So you see that not only will West Virginia benefit, but so will farm families of other states.

The second study dealt with home freezers. This was done by Mrs. Mae Culley, a busy farm homemaker and mother, who was formerly a county home economist and is at present a high school biology teacher. One hundred and fifteen farm women cooperated with Mrs. Culley. Their information raised problems which are being referred to the University Agricultural Extension Service, to the experimental food department in the Division of Home Economics at West Virginia University and to dealers and distributors of freezers in the area. Mrs. Culley also did some experimental work on freezing green beans and she hopes to write up the results and make them available to those who are interested. As a result of a News Release prepared by West Virginia University on this study, Mrs. Culley was invited by the Household Editor of the *Pennsylvania Farmer* to write a series of articles on home freezers and freezing food at home.

"How can we plan sewing centers to be used here at Jackson's Mill for the training of leaders of farm women unless we know what are typical farm homes and what these women have in their homes in the way of sewing equipment?" This question was asked by Gertrude Humphreys, State Women's Leader for West Virginia. Margaret Rexroad, a home demonstration agent, undertook to find the answer to this question in the study she did for her Masters Degree. Six hundred and forty-seven farm women cooperated with her by answering the questionnaire she sent them to find out what sewing equipment they had.

Was the information Miss Rexroad received really used? Indeed it was. As soon as it was tabulated, and even before Miss Rexroad had her degree, the results were available to those in charge of setting up the centers.

When 73 per cent of the women reported that they used treadle machines and only 21 per cent of those who hoped to buy new machines were planning on electric ones, the original plans for only electric machines were changed to *both* treadle and electric.

When 62 per cent reported that the dining room and kitchen were the rooms in which they sewed, and 87 per cent used a table in one of these rooms on which to cut out garments, an old round oak dining room table was refinished and used in one of the centers to make it more like a home situation.

Because 67 per cent of the women indicated that they used ceiling lights and daylight as the main source of light for sewing, plans were made to give special attention to lighting in the lessons for farm women in order to correct difficulties which could be due to tension, inferior workmanship and irritation.

Space does not permit other examples, but the results of these studies are being made available not only to the University Extension Service but to home economics teachers and school administrators as well. There they should benefit not only farm women but also the children in their families. If home economics teachers and school administrators will study the results home economics departments will meet better the needs of the community.

West Virginia farm women *can, do* and *have* contributed richly to research. As research workers we should be aware of their willingness to contribute to studies. They are anxious to help. Let us not fail to avail ourselves of this willingness.

CAVENDISH, CHARLOTTE BAUGHMAN. *Business Activities, Space and Facilities of 19 West Viriginia Farm Families Who Depend Upon Farming as Their Main Source of Income.* Unpublished Masters Thesis, West Virginia University Library. Morgantown, West Virginia, 1952.

CULLEY, MAE ELLYSON. *Use Made of Home Freezers by a Selected Group of West Virginia Users.* Unpublished Masters Thesis, West Virginia University Library, Morgantown, West Virginia, 1951.

REXROAD, MARGARET FLOE. *Management and Equipment Problems Related to Planning Rural Home Sewing Centers.* Unpublished Masters Thesis, West Virginia University, Morgantown, West Virginia, 1951.

WITTEBORTE, MAXINE POLAND. *Facilities and Equipment Used by Farm People in West Virginia in Order to Carry on the Business Activities of the Farm and Home.* Unpublished Masters Thesis. West Virginia University Library, Morgantown, West Virginia, 1950.

The only one of its kind in the world

—is the Lynn Shoe School in Massachusetts—

IN AN ADDRESS before the 46th annual AVA convention in Boston, Dr. Franklin J. Keller presented this definition of vocations: *Every vocation is an art, the art of doing effectively, skillfully and beautifully a job that results in something beneficial to mankind.* We are sure that Dr. Keller will not object if we use that definition and the major theme developed in his address as a backdrop for our description of the school known most familiarly as the Lynn Shoe School.

That school is a school where the pupils effectively, skillfully and beautifully do a job that results in something beneficial to mankind. They actually design, fashion, assemble and finish shoes by production methods. In all their training they are held closely to standards of style, beauty and utility which are required in commercial production of shoes.

Dr. Keller's major theme in his Boston address centered about a conviction that vocational education, above all other types of education, may well become international in its services for peoples of other lands. This has already been done insofar as the Lynn Shoe School is concerned. To this school, over the years, have come students from China, South Africa, Norway, the Philippines, Hawaii, England, Switzerland, Germany, Brazil, Columbia, Chile, Argentina and Japan. They came individually—*when the school could accept them*—to learn shoemaking and to develop skills of American production ingenuity. They did, of course, learn much of the modern ways of shoe manufacturing. Beyond this basic accomplishment and certainly of no practical significance to international good will, these learners from foreign lands, in the give and take of learning shoemaking have likewise as Dr. Keller might express it, "come to understand sympathetically" the American ways of "freedom and goodness" so typically and naturally expressed in our American vocational schools. They have learned through the language of work the language of international goodwill and brotherhood.

Established by an Act of the Massachusetts Legislature in 1918, the Lynn Independent Industrial Shoemaking School is now in its 35th year of continuous service. It is unique not only as the only full-scale shoemaking school in the entire world; it is unique too as a school conducted systematically on a factory production basis. It has, moreover, third claim to being unique among schools. Many equipment items are available to the school only on a "royalty" basis. This is consistent with what has long been the practice in the shoe industry where factories secure their shoemaking equipment on the royalty basis from shoe-machinery manufacturers.

Style and process changes are characteristic of the shoemaking indusry, influencing very markedly the conduct of that business. It follows that a shoemaking school should find its organization and service directly influenced by the same factors that influence the practices of their industry. Design and processes constantly change in the school.

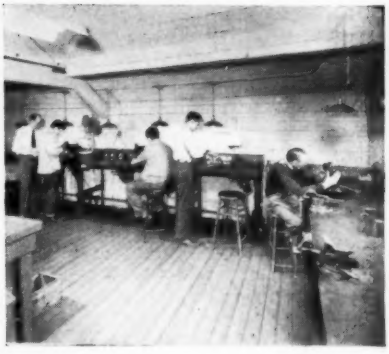
Originally the school operated on a 4-year basis with an intention to train each enrollee in all phases of shoemaking. However, the facts that payroll jobs in the industry demand specialized skills, applications, and workers are hired in terms of such payroll jobs, brought about a reorganization of the training plan in 1927.

The change-over from a full 4-year course to a group of specialized unit courses (collectively having the same scope) permitted the school to train more objectively for the payroll job of the industry. It also provided a more flexible system of operation and one reflecting more completely the pattern of commercial shoe manufacturing. The arrangement of courses in units of 2, 3 and 4 months' duration is better suited to the varying abilities and needs of the individuals who make up the ever changing enrollment of the school. It does, however, serve equally well the person who wishes to learn shoemaking in all of its phases if he can devote four years to training.

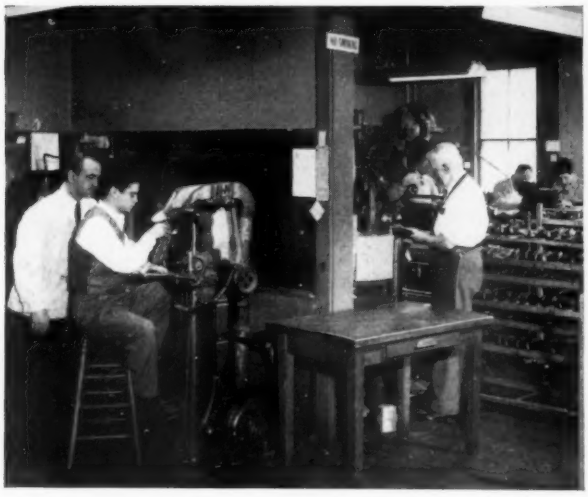
In providing this flexible service an administrative problem somewhat unusual in school work is created. It means almost a complete turnover in membership in the day classes each three months and a correspondingly rapid turnover in the evening classes. More than in any other school it is possible *and likely* that a student will enter and complete a unit of training—withdraw from attendance for a span of employment—then re-enter the school for additional training for new skills to supplement those already gained. A large percentage of the students are adults interested in upgrading their present skills, in learning additional operations to enhance individual earning power, or to promote job security. Over a period of 15 years the average age of the student body has been 34 years and 4 months.

There are over 350 different special purpose shoemaking machines and more than 212 different payroll job specialists involved in making of shoes in today's factory. The Shoe School must and does have counterparts in its various departments and

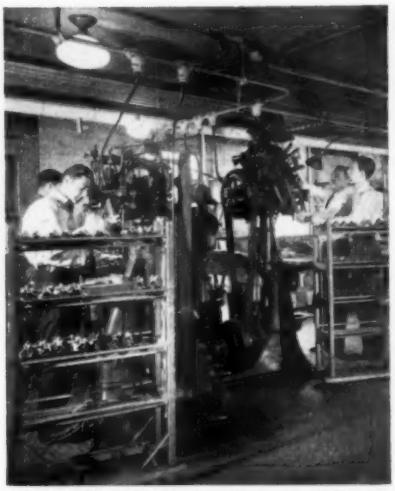
Stephen R. Callahan
Director, Lynn Shoe School
Lynn, Massachusetts



Leather is sorted and graded in preparation for cutting. Here is a class in handcutting and machine cutting, operating with every part of the upper shoe.



Above (l) a display of products and (r) a class in machine maintenance, repair. Opp.: Oswald Mello from Brazil trims edges, Making Department.



The lasting room is where training is offered for 4 of the most specialized operations in the shoemaking industry: Assemble Laster, Pullover Laster, Side and Stable Laster, and Goodyear Stitcher.

"—where people may come to get what they need to get a job and go to work."

among its trainees. The relatively high number of differing machines and manufacturing operations has so developed specialization that there are very few shoe workers who ever become or need to become competent operators in all of them. Approximately 78 per cent of the specialized operations are classified as skilled, and 12 per cent as semi-skilled, and 10 per cent as unskilled. A 4-year training in the school will give the trainee a well rounded training in all departments and operations of the shoemaking industry. A 1-year course of training generally gives mastery of one department and the short unit course competency in one specialized operation.

Here is a school that meets the grass roots purposes of vocational education, a vocational school "where people may come to get what they need to get a job and go to work."

Here is a vocational school fulfilling a definite need for training for immediate profitable and useful employment for adults as well as for youth. Here is a vocational school giving a definite service to industry by training operators for payroll jobs the employers need to fill. Here is a vocational school where the length of the trainee's training time is regulated by the specialized job he is anxious to get. Here is a vocational school that has proved it can help either the 6th grade "graduate" or the college graduate find a proper niche in the world of shoemaking. Here is a vocational school that pays for an impressive share of its operation through production of goods of salable value. Here is a school where the related technical instruction is truly *of* and *on* the job. Here is a school whose trainees always find they can secure employment in shoemaking and also in a large group of allied industries. Here is a school that finds itself engaged not only in training shoe makers but workers in the valuable, complementary field of shoe machinery maintenance. Here is a vocational school which through its unique characteristics of direction, organization, operation, influence and service deserves and realizes the respectful interest of everyone who becomes familiar with it.

In-service Teacher Education *in Louisiana*

by Gladys Peck
Louisiana State Supervisor of Business Education

IN-SERVICE TEACHER EDUCATION is probably too broad a subject to be treated adequately here. This discussion therefore shall be confined to in-service training as it is carried on in Louisiana from the point of view of the state supervisor.

A Supervisor's Point of View

The function of a supervisor of business education is to provide leadership and guidance for the purpose of helping business education teachers develop guidance skills, classroom and vocational competency, leadership in the school and the community, and ideal American citizenship.

In considering the administration of any in-service teacher education program, one of the most important factors is the personality of the supervisory staff. The supervisor must be a person who has the respect and confidence of school superintendents, principals, teachers, and students. He must have a natural love for children and be able to work well with both student and adult groups and organizations. He must be sufficiently interested in his professional field to keep up to date in all phases of the work. He must be dynamic and enthusiastic, with the ability to fire others with a spark of his enthusiasm.

A most important phase of the total school situation is the curriculum. Louisiana has a highly centralized school system, with 67 city and parish school units. The question of the subjects to be included in the curriculum of a particular school is developed in a continuous program of study by business teachers, school administrators, and the state supervisor, with the aim of serving students and community to the best advantage. As a result, frequent revisions are made in curriculum offerings. As changes are effected, the State Department of Education prepares and distributes teacher handbooks.

Both teachers and supervisors accept the philosophy that the mission of the teacher is to teach children rather than to peddle knowledge. They realize that to teach a lesson effectively, it is necessary to plan the subject matter to be presented from day to day. Good textbooks and course-of-study outlines, compiled by people with wide experience and a wealth of information at their fingertips, help in getting the teaching job done. Textbooks and their accompanying teachers' handbooks are important tools in the hands of a teacher. In Louisiana, the supervisor is privileged to work with the committee on textbook selection (composed of experienced and capable business education teachers) in deciding upon textbooks that will be recommended to the State Board of Education for adoption.

Another important education committee for which the supervisor of business education may provide leadership is that of teacher certification. In-service training is most important to the teacher and must not cease; yet, it is necessary that administrators have definite standards of qualifications for employment of teachers. The National Association of Business Teacher Training Institutions has recently published a bulletin, No. 56, *Criteria for Certification of Business Education Teachers*, with recommendations most people in the field would heartily subscribe to; yet each state has its own peculiar problems that must be solved by specific regulations.

Every professional contact of the supervisor with a business education teacher is an opportunity for in-service education. The most important one function of a supervisor of business education, however, is that of administering a well-planned and organized, continuous program of in-service training for the business teachers under his supervision. Such a training program can take many forms.

Parish Workshops

First, there are parish (county) workshops (planned by a parish superintendent and his supervisor, usually with the advice and assistance of state supervisors) for all the teachers within the parish. Then, 2 or more superintendents and their supervisors, with the assistance of state supervisors, may plan a workshop for the teachers of their 2 or more adjoining parishes. Sometimes a part of these workshops is organized around general areas that affect all the schools, such as health and physical education or reading; but usually they are broken down into subject-matter groups, and the state supervisor of each subject-matter field is called upon to serve as consultant for his particular group of teachers. These workshops are usually from 2 to 5 days in duration and are held in various schools during the latter part of August, all of September, and the early part of October.

In Louisiana, parish conferences are planned and called by the business education teachers themselves. The teachers usually decide in advance upon a particular phase of their work on which they wish assistance. It may be techniques of teaching in one or more fields, means of gaining speed in typewriting or shorthand, how to gain more interest in a general-business class, how to organize and promote chapters of Future Business Leaders of America, means of securing audio-visual aids, or maybe just for general teaching information. They invite the state supervisor to address them at their first meeting and work with them in solving their problems and attaining their goals.

The supervisor soon learns it is well to take to the workshops all the reference materials that can possibly be found, for there is no limit to the questions that may be asked concerning the field of business edu-

cation. He may even be called upon to teach a demonstration lesson in any one of the 12 or more subjects that may be listed in the state curriculum.

Summer Workshops

One type of workshop that has been found to be of great value to the teachers is the one- or two-weeks summer workshop held at the various state colleges. Last summer, 5 one-week workshops were held at 5 state colleges, and they were well attended and widely acclaimed as helpful. For these workshops, it is the responsibility of the supervisor to arrange for a worth-while program, some social activities, and the services of outstanding consultants. In addition to the excellent study program, the teachers have the advantages of group action and valuable public relationships, especially with our college administrators and professors.

Vacation Workshops

Another type of workshop which has been found successful is the vacation - workshop. Usually, a resort hotel is leased for a week in August, and the teachers are invited to bring their families and spend a week at work and play. The supervisor makes all the necessary arrangements, well in advance, for outstanding consultants and a series of educational and recreational side trips and activities. These workshops usually begin with a Sunday afternoon tea and reception, then, for 4 hours each morning and 2 hours in the afternoon, the business education teachers report to a nearby high school for the scheduled program of work. From four o'clock to seven in the afternoons, the teachers may relax. In the evening, there are picnics, boating, dancing, and a banquet.

Classroom Visits

Another type of in-service training that Louisiana teachers like is the individual classroom visit; however, unless such a visit is initiated by the teacher, the principal, or the parish supervisor, it can be of little value to the teacher. An unexpected visit from the supervisor for the purpose of sitting in the back of the room and taking notes is valueless. However, if the teacher realizes she has some problems and her relationship with the supervisor is such that she has called upon him to visit the classroom and help her in solving some particular problem or problems, such a visit can be of great value. If the principal feels the work of the business education department needs some stimulation and calls upon the supervisor to visit the department and give some constructive assistance to the teacher, the tactful supervisor can be of much help by causing the teacher to realize that he is there as a friend and helper and not to criticize or serve as a "snoopervisor." Before any real service can be rendered, the gap between the teacher and the supervisor (if there is one) must be bridged; otherwise the teacher will not be helped, for she will be uncomfortable. The tactful supervisor will soon gain faith and confidence and put the teacher at ease and in a receptive mood. On some of these visits, when the teacher is young and inexperienced and visitors in the classroom cause her to be a little nervous or ill at ease, the supervisor will speak to the students about what the business world expects of them or will teach the class. This usually helps to break down the barrier and causes the teacher to feel relaxed and comfortable in the presence of the supervisor. She finds that the supervisor has the same problems that she has and is working to overcome them, probably in some ways that she has not tried yet.

Still another type of in-service training that is planned for and requested by all the business teachers in a parish is the personal visit by the supervisor to each classroom. Accompanied by the parish supervisor, the state supervisor visits each teacher in the parish in her own classroom. When all the visits are complete, the teachers and the two supervisors meet for a general constructive discussion of all observations.

Exchange Classes

Another variation in Louisiana's in-service education program is a plan for all the teachers of one subject area to exchange classroom visits, giving each teacher an opportunity to observe and to be observed by every other teacher of the same subject area in the parish. For instance, one day all the typewriting teachers in the parish, accompanied by the state and the parish supervisors, will meet in one school and observe the teacher at that school teach her regular typewriting class. Several days later, these teachers and supervisors will meet in another classroom and observe another teacher teach her regular class in typewriting. This program continues until every typewriting teacher in the parish has had opportunity to give a demonstration lesson in teaching typewriting to all the other typewriting teachers of the parish. At the close of the series of demonstration lessons and visits, a meeting is held to discuss the observations, to point up the good techniques used and make recommendations for general improvement in teaching techniques. Excellent results have accrued from this type of activity, but, to assure its success, it is necessary to practice much tact and to have a fine professional spirit among the teachers.

Full-day Visits

Still another workshop variation is that of all the business-education teachers in a parish accepting an invitation from one of their number to spend an entire day visiting in her classroom, accompanied by the state and parish supervisors, and observing her at her daily schedule of teaching. The host teacher goes through her entire daily program, and at the end of the day the worthy things that were observed are discussed and suggestions offered for the improvement of teaching procedures. Again, tact and good professional spirit are necessary for the most success. At first, the Louisi-

"The most important one function of a supervisor of business education is that of administering a well-planned and organized, continuous program of in-service training for the business teachers under his supervision."

ana teachers were reluctant to invite their fellow teachers to visit them for an entire day; but, after they gave their first lesson, they became enthusiastic about the plan and gained more than did the observing teachers. Soon the teachers were as anxious to be observed as they were to observe other teachers, and the experience helped all of them to overcome difficult situations and problems.

University Tours

Another in-service education program that proved to be most enjoyable and profitable was the University Tour. One summer, an air-conditioned bus was chartered for a month, and a group of business education teachers travelled from Baton Rouge to Pittsburgh, where they registered for a two-weeks' course in tests and measurements at the University of Pittsburgh. This included extra-curricular activities for the group—attendance at a big-league ball game, tours of the city, attendance at operas and plays, and other activities. There was never a dull moment. During the first week end, the group went to Niagara Falls and Toronto in their air-conditioned bus, and the next week end (after the examinations were over and each had earned two semester hours of college credit) they went to Washington, D. C., where they had an educational visit in the nation's Capital and were entertained by Louisiana senators. Leaving Washington, they travelled to Lexington, Kentucky, where they registered at the University of Kentucky for another two-weeks' course and earned two more semester hours of college credit. While at Lexington, they visited the horse farms, the horse shows, and points of historical interest. At the end of the month's tour, each member of the group had earned four semester hours of college credit, had a wonderful vacation, and enjoyed wide and valuable fellowships and human relations.

Demonstration Lessons

Teachers like demonstration lessons. Through demonstration lessons, they are able to project themselves into varied situations and find new solutions of common problems. At many of our conferences and workshops there are calls for demonstration lessons, which are taught by specialists, by an exceptionally successful teacher, or by the supervisor. The main idea is to get the teacher to thinking about whether or not a certain technique is effective, to arouse in her a desire to do a better job of teaching. After all, the important function of a supervisor is to inspire, to motivate, to fire the teacher with enthusiasm and a desire to do a better job in the classroom.

Professional Memberships

Another important feature in the in-service education of teachers is that of holding membership in their professional organizations and regularly attending local, area, state, regional, and national professional conferences and conventions. Is is a responsibility of the supervisor to assist in planning worth-while programs and securing worthy consultants for local, area, and state conferences. Each year, a bus or special cars on a train are chartered so that teachers may travel in a group to the annual convention of the Southern Business Education Association, thus securing greater attendance by the reduction in travel cost per member and enabling more of them to gain the stimulation and inspiration that results from attendance at these conventions. Regular attendance at such meetings assures professional growth, and still further knowledge is gained from the personal contacts made en route, by exchanging information relative to common problems and learning from observations of others. These trips are wonderful experiences for both the state supervisor and the teachers. If you have not yet had such an experience, you have a real treat in store for you.

Youth Groups

Another important part of the in-service training of teachers is that of stimulating them to realize the importance of sponsoring and promoting chapters of the Future Business Leaders of America. The state supervisor is often called upon to actively participate in chapter programs, and he plays a most important part in planning and carrying out the state convention. Detailed plans are worked out well in advance and special arrangements made with bus or railroad companies for Louisiana FBLA groups to travel en masse to state and national conventions. Information about travel plans is then disseminated to chapter members and sponsors, so that more of them may be able to attend the meetings because of the lower cost of travel. In 1951, 112 boys and girls attended the First National Convention of FBLA, in Chicago; this year, 161 attended the Second National Convention, in Washington, D. C.

Newsletters

A newsletter can be of much value in in-service education of teachers. Through the bi-monthly *Business Education in Louisiana,* popularly called the BEL, there is regular communication between the supervisor and the business education teachers. Every issue contains some worth-while professional information and puts over what the supervisor considers to be some important messages to the teachers and they have come to look forward to receiving the BEL.

Public Relations

The state supervisor can be helpful to teachers in the matter of guidance in business education by serving on Career Day programs. He can also help them by speaking before civic groups, meetings of the National Office Management Association, teacher-training institutions, and other groups. He can help the teachers by preparing and putting on state-wide radio programs and by publishing worthy professional articles in state and national publications.

In short, the in-service education of teachers is the chief function of the state supervisor of business education. Its forms and possibilities are many and varied. Such a program can be as time-consuming as the supervisor will allow it to be; but results are sufficiently rewarding to leave no regrets.

Beginning with the January, 1954 issue of the American Vocational Journal, sustaining AVA members will be listed in each issue. Contributing members will be listed in 3 numbers of each volume. This is in accordance with a ruling of the AVA Executive Committee.

The farmers in eastern Juab County, Utah, all swear by James N. Anderson. And they call him—

A Good Ag Teacher

VOCATIONAL AGRICULTURE, in terms of the standards established in the Smith-Hughes Act, has been taught for 35 years. The program has grown from a few hundred departments in 1918 to approximately 10,000 at present. While the Smith-Hughes Act provided for agricultural education for present and future farmers, the emphasis in many thousands of departments has been on the "future" rather than the "present".

It is a refreshing experience to find teachers who for many years have annually conducted programs of complete continuity — Future Farmer, Young Farmer, and Adult Farmer courses. Such a teacher is James N. Anderson, vocational agriculture instructor, Nephi, Utah, who has taught in this community since 1935.

Mr. Anderson, a native of this community, has proved the exception to the rule that an agriculture teacher can't make good in his home community. Jim Anderson sees both the "trees and the forest" in the total program of vocational agriculture. For 12 years a complete program has been taught at Nephi. During these years the Juab Chapter, Future Farmers of America has been very active. The present Future Farmer enrollment is 76. Main farming enterprises in Nephi are beef cattle, sheep, poultry, and wheat. Productive farm projects of the Future Farmers center around these enterprises. The gross receipts for such projects during the past year amounted to $26,385.30. Farm improvement projects totaling 568 and improved practices numbering 591 were also accomplished by these FFA members.

Leadership and recreational activities are very much in the picture at Nephi—father and son banquets, harvest balls, dancing parties with Future Homemakers, canyon parties, and other similar events are conducted annually.

When a Future Farmer leaves the day program in this department, he is welcomed into the Young Farmer program with its year-round activities tied to class instruction and supervised farming.

At present, there are 19 members in the Young Farmer Program. They meet several times each month for class discussion, planning and business. Farm mechanics instruction in the farm shop is a very popular feature of the course. These young men also participate in numerous cooperative, community service and leadership activities. Last fall they sponsored a tractor rodeo at the fair. A number of them head committees at the county fair and sheep show. At present they are raising funds to purchase a modern branding and dehorning chute which may be used by all farmers and ranchers in the community.

Home beautification, family budgeting, and recreation are items which are joint features for young farmers and their wives in this instructional program.

Down through the years Mr. Anderson has usually held two or more adult farmer courses each year. Some are in farm mechanics—usually farm machinery care and repair, while others center around some phase of crop or livestock production, or range management.

Ten years ago, an evening class was conducted for the sheep breeders of the community. An outgrowth of this class was the establishment of the Nephi Suffolk Sheep Show which today is one of the outstanding sheep shows in the Rocky Mountain area. Sheep men travel long distances to attend the sale in connection with this show and purchase Suffolk rams produced by Nephi sheep men. Since this first class in sheep, many sheep classes have been conducted by Mr. Anderson. This activity has built a great interest in quality sheep production. Careful herd culling, keeping of fleece records, importing of outstanding rams, and other upgrading procedures have followed this effort. Future Farmers and young farmers are also active participants in the sheep improvement program.

Another evening class activity for cattle growers was the building of a gathering and cutting corral equipped with dipping vats and loading chutes. This is located on the edge of town and is used extensively by the cattle men who range their cattle on the lands of the nearby national forest.

Other adult courses in farm production have included turkey production, dairy improvement, bull grading and bull replacement, swine improvement, and farmstead beautification. On-farm instruction, community service, and cooperative activities have been important features in connection with most of the adult courses.

The Adult Farmer courses in farm mechanics have been particularly popular with Nephi farmers. Enrollees in these courses during one year constructed over 100 metal wagons (using rubber tires) and heavy stock trailers.

During a course in tractor repair, the class members overhauled 50 tractors, or about 75 per cent of the tractors in the community at that time.

Each year the class in farm machinery care and repair is crowded and greatly appreciated.

As a result of these vocational agriculture courses, 3 carloads of pure bred graded beef bulls, many truckloads of dairy cattle and over $3,000 worth of breeding swine have been shipped into the community to upgrade the livestock. In addition to this, many thousands of dollars worth of Suffolk and Rambouillet sheep have been purchased cooperatively from outstanding breeders in various parts of the United States to upgrade local flocks.

It is safe to say that nearly every one of the 2,300 farmers in eastern Juab County have at one time or another been enrollees in Jim Anderson's classes and many of them are enrollees every year. More than this, they are loud in their praise as to the value of a good program of vocational agriculture in the community. And still more, they all swear by Jim Anderson.

A good Ag teacher who conducts a complete program over a long period of time in a rural community is indeed a valuable community asset.

By Mark Nichols
Utah State
Director of Vocational Education

Students in the fountain service class at South Grand Terrace Cafe, Albany, Georgia practice "service with a smile." Performance on the job is one of the main steps to success in Food Service.

Georgia's Itinerant Instructor Opal Dixon offers with contagious enthusiasm

Food Service as a Profession

By Mrs. Alice F. Pipkin
Georgia State Supervisor
of Distributive Education

UNDER THE SLOGAN "Food Service Is a Profession," distributive education in Georgia brings help to many negro workers engaged in the business of food purchase, preparation, and service, a most important aspect of the state's economy.

Geared to the practical need of workers, the dynamic program is based on the findings of continuous surveys, one of which revealed food service to be the state's second largest business in number of establishments, eighth in volume of sales, and third in number of employees.

Specifically, the program offers 10-hour courses of instruction in Sanitation, Selling and Service, Personal Improvement, and Maintenance. Class lectures and discussion are enlivened by demonstrations, movies and other visual aids. Upon completion of the 10-hour course each student is awarded a unit certificate; or upon completion of 100 hours a specialized diploma.

Classes compatible to the working hours of individual establishments are arranged for 10 or more employees of any business.

Short courses are also offered on the managerial level, including such subjects as Supervisory Leadership, How to Train Employees, How to Supervise Employees, and Restaurant Management. Many a manager, once too busy to train his employees and uninterested in on-the-job training, has emerged from the management classes imbued with the philosophy that trained employees mean better business and satisfactory customer service.

"I make no claim to being the best fed person in Georgia," says Opal Dixon, enthusiastic purveyor of Food Service training, but I do have a wide knowledge of Georgia's eating establishments." And that includes the Chatham county jail where Miss Dixon conducted a series of classes with telling results. Enthusiastic cooperation of cooks, helpers, and servers, all prisoners at the county jail, with the program of the Savannah Vocational School has greatly increased the quality of the jail kitchen.

Food and flower shows frequently culminate the short course in Food Display and do much to stimulate interest among the students. In her constant effort to broaden the base and raise the level of Food Service as a profession, Miss Dixon encourages her students to become members of the National Culinary Association.

1800 students participated in this program alone during the past year and became strong proponents of Miss Dixon's points of emphasis for success in Food Service: Preparation for the Job and Performance on the Job.

See how guidance counselors and distributive educators can cooperate to prove that

Salesmen are made, not born!

As outmoded as the axiom itself, "salesmen are born, not made" is the acceptance of this line of thought. Conversely, the trend today harbors the belief that "salesmen are made, not born."

An examination of these two phrases would reveal that neither is wholly true. It is generally conceded that natural aptitudes and the possession of selling traits are helpful in the pursuit of a sales career. On the other hand, salesmen can be "trained" today through the use of techniques available and applied in the guidance and distributive education departments.

Training given in distributive vocations earlier was of the character that "experience is the best teacher" which may or may not be disputed; nevertheless recent trend indicates that management has granted great favor to formal and planned sales training courses. Accompanying this thought, management is more susceptible to and cognizant of the eventual dividends of distributive education training programs.

People now enrolled in distributive education courses are either presently working in sales and the allied fields of selling or expect to enter into this employment.

Those who are experienced in sales seek out a definite type of training to better themselves for their present work. Usually classes dealing with merchandise studies or management level appeal to them. On the other hand, those who are inexperienced but expect to enter sales work usually request guidance before enrolling in particular classes.

This latter group is referred to the Guidance Department where aptitude and interest tests are given. From results of these tests, profiles on the prospective students are graphed, which prove to be an invaluable tool for the DE coordinator and guidance counselor while interviewing. Based upon the written and oral information, the candidate is enrolled in studies of his need.

During interviews, strength, abilities or handicaps of an individual character that might be by-passed in testing will be brought to light.

It is most desirable that both the counselor and coordinator have up-to-date information on the employment which the candidate expects to enter. Government bulletins, trade journals, associations of commerce, and visits with businessmen are sources of obtaining current occupational information.

Periodical calls to business establishments are most helpful in placing students for future employment. They also serve the purpose of making business constantly aware of the training offered through the facilities of the school.

After the student is employed, the coordinator should contact both the employer and employee to learn of the progress. Usually these interviews reveal additional studies that are needed, especially as the employee progresses with his work. Subsequently we find that a continuous training program is followed.

A former student, now operating his own business, recently was asked by ~~the coordinator~~ why he enrolled in distributive education.

"It offered me a chance to get ahead. I just couldn't see working at stoking all my life. Being married meant I couldn't go on to college, so I enrolled in distributive education at the vocational school."

"As I progressed in school, my confidence increased. This led to a full-time selling jo at a wholesale firm. I found those additional subjects in management most useful in promotion to sales manager.

"Today, I realize that the knowledge originally gained in distributive education has made possible my own business."

Most high school graduates expect either to continue their education in college or take some level of on-the-job training. Seniors are contacted and told of the opportunities in sales careers, and later, with the high school principal's permission, are interviewed individually. This service permits the coordinator to tell of the vocational education program carried on locally.

Every year people enter or seek change in their employment to sales work. It is of great advantage to them that guidance and counseling services be active and effective and readily available to them through the school.

Working with the guidance counselor will strengthen the distributive education program, and a wholesome condition will prevail if a flow of information on the student after placement is passed on to the counselor. This will provide the Guidance Department with greater experience in the related fields of selling and ultimately help the distributive training program of the school.

By Vernon Swenson
Distributive Education Coordinator
School of Vocational and Adult Education
Sheboygan, Wisconsin

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The Program Expands In Buffalo

Through authorization by the Buffalo, N. Y., Board of Education, the Buffalo Technical High School, which is celebrating its 50th year in 1954, is being moved into a larger building in order to expand to meet the increasing needs for technically trained personnel in the Niagara Frontier.

The program of the Buffalo, N. Y., Girls Vocational High School, which has for many years shared a building with one of the elementary schools, has been moved to a building of its own which will provide larger quarters and permit expansion of the program. Several additional courses will ultimately be added as a result of this move.

In order to meet the increasing demands for trade and industrial education in Buffalo, the city authorities have provided the sum of $1,000,000 to erect an addition to the Seneca Vocational High School building. It is expected that this addition will include 20 shops, additional classrooms, and a new gymnasium.

At the request of the Board of Education, the City Council of the City of Buffalo has appropriated $500,000 for the replacement of obsolete and wornout equipment in vocational high school shops and laboratories of the city, and for the purpose of additional equipment to meet expanding needs.

Working Together, Kansas Style

It was just a group of men. A group of men who took a busman's holiday, went to Lake Wabaunsee, a man-made lake where life is full of pleasure and void of strife. They did not go just for pleasure.

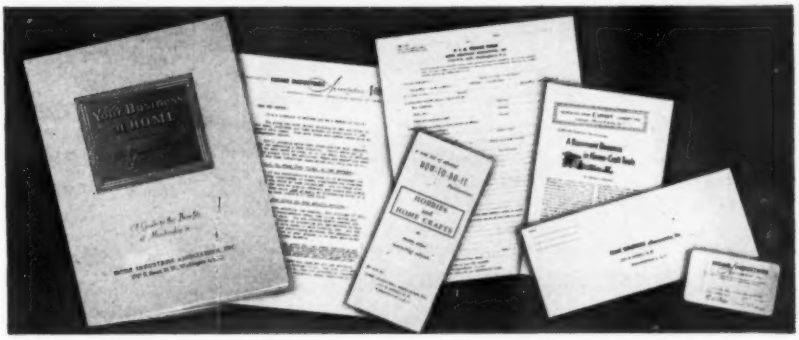
Their meeting had a purpose. This group of men wanted to "gather round," enjoy good fellowship, perhaps get in a bit of fishing, eat good food, prepared by the best chef in "these here parts," and discuss the thing most important to them—their work in vocational education.

In the group were 36 men. It was a stag affair. There was no program. There was no speaker. Just a bunch of fellows talking. Staff men and Director, C. M. Miller, of the Kansas State Board for Vocational Education; local directors of vocational education; and a few teachers.

Their talking might even be called a panel discussion, with every man present a member of the panel. But if it was a panel discussion, it was a different panel discussion. The hub wheel, commonly called moderator, was missing. There was no leader or moderator. The men just talked. They talked for more than 3 hours at their first session. Not a man looked at his watch. They asked questions. Sometimes they answered their own questions. "The talk slid north and the talk slid south"—and they talked of many things.

The next day followed the same pattern as the evening before. More talk. More good fellowship. Better understanding of each other's problems. The result was everyone thought it was a wonderful idea. In fact, they liked it so well, they decided to make it an annual affair. They even gave themselves a name. Hereafter, they will be known as the *"Wabaunsee Wranglers."*

—HELEN ANKENY, *Kansas*



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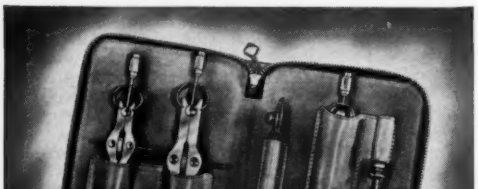

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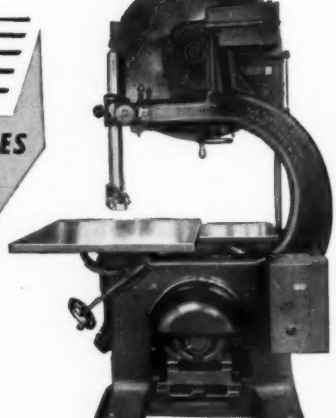

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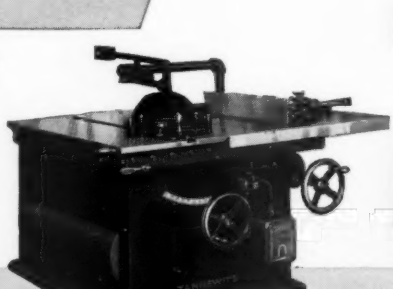

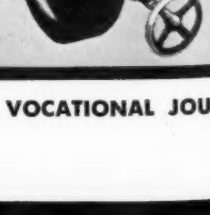

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Association NEWS and NOTES

Vocational Educators Visit Germany

John P. Walsh, New Hampshire State Director of Vocational Education; C. L. Greiber, Wisconsin State Director of Vocational Education; E. M. Claude, Illinois State Supervisor of Trade and Industrial Education; and Harold Ostrem, Minnesota Assistant State Director of Vocational Education were members of a group of American educators who studied post-war education in Germany this fall.

After a briefing period in Bonn, Germany, September 9, the group traveled extensively to observe closely all phases of German education and returned to Bonn October 5 for a completion conference. Their itinerary included Stuttgart, Dusseldorf, Hamburg, West Berlin, East Berlin, Wiesbaden, and many other smaller communities. In each city vocational and technical training programs in schools and in industries were studied.

In a report of the trip, Mr. Walsh said: "Our stay was made interesting by the various administrators and their staffs in the several states we visited. In each instance the program of visitation to schools and industries was carefully planned and executed with split-second timing. . . . It was a most worthwhile experience."

* * *

● The **Maine Vocational Association** met in Lewiston October 29 with Vice President Andrew Welch in charge due to the resignation of Arnold McKenney as President.

Andrew Welch, Fryeburg, was elected President; Florence Titcomb, Rumford, Vice President; and John Mitchell, Secretary-Treasurer.

Richard Howes, Conecticut Assistant State Chief of Vocational Education was the main speaker with "Factors Affecting Vocational Education in the Nation" as his topic.

* * *

● **Louis M. Sasman,** Wisconsin State Supervisor of Agricultural Education, told Cal Poly agricultural teaching cadets Sept. 17, that 'learning to deal with people is the keystone to success in any job—and agricultural teaching is no exception."

"Unless you know how to get along with people—unless you've learned the fundamentals of human relations—you can't make a success on any job, no matter how much technical knowledge you have."

* * *

● Featured speaker at the annual banquet of the **Ohio Vocational Association** September 26 was Dr. William B. Hawley, Director, Division of Vocational Education, Michigan State College.

Retiring OVA President Alice Kuester, teacher of home economics, Ansonia, O., presented the President-Elect, Mary E. Spiker, Cincinnati, with an engraved gravel. Miss Spiker is a DE Coordinator in the Cincinnati schools. Other officers are Dallas Cornett, Marion, Vocational Agriculture; Mary Spiker, Cincinnati, Distributive Education; Margaret Liggett, Columbus, Home Economics; and Sam Harrison, Toledo, Trade and Industries.

● Al Meador of Portales, New Mexico, acted as President of the **New Mexico Vocational Association** at a meeting held in Albuquerque, October 29. Catherine Dicks, President, is on leave while working for the U. S. Office of Education.

H. F. Allred, Assistant Superintendent of the Carlsbad Public Schools, made the principal address. He emphasized the value of vocational education and training as a function of the public schools. Al Meador, as Vice President in 1952-53, automatically becomes President in 1953-54. Ray Harrison, Deming, representing Distributive Education, was elected Vice President for 1953-54, and Nelson Lowery, Albuquerque, representing Trades and Industry, will be the Secretary and Treasurer.

A Legislative Committee was appointed, consisting of: Lester Hitchens, Albuquerque, Chairman; Parker A. Woodul, Portales; Evelyn Gose, Albuquerque; and W. S. Bennett, Artesia.

* * *

● **Kenneth W. Brown,** former Director of Industrial Arts, Philadelphia, Pa., assumed his new duties as Director, Industrial Arts Division, New York State College for Teachers at Buffalo, September 1. He succeeds Irving C. Perkins who retired in June, 1953, after serving as Director of the Division since 1920.

● The **Michigan Industrial Educational Society,** Region 1, held its fall institute meeting in Windsor, Ontario, Canada, October 30.

Herb McCullagh, President of the Ontario Industrial Arts Association, acquainted MIES members with activities of his group.

T. C. White, Superintendent of Schools in Windsor, spoke briefly of the place of industrial arts in general education.

Paul Thompson, Hubert Elementary School, Detroit, was elected chairman and representative of Region 1, MIES, for 1954.

* * *

● Dr. Hamden L. Forkner, Professor of Education, Columbia University Teachers College, spoke to a group of 150 teachers at the fall meeting of the **Virginia Business Education Association** held in Richmond October 30. His topic was "Is Business Measuring Up to Its Responsibility?"

BEA officers are: Mildred Witten, Charlottesville, 2nd Vice Preisdent; Eloise Brown, Lynchburg, Recording Secretary; and Noble Moore, Great Bridge, Treasurer.

Members of the Board of Directors, elected for 3-year terms, are: Margaret Jones, Harney L. Coppage, Ola Murray, Madeline Wiseman, Mrs. Rebecca Whitlock, Mrs. Julia Smith Martin, Mrs. Mary McGinty, Joyce Haydon, Mrs. Katherine Thomas, and Ben Hudson.

* * *

● Farmers' Week, scheduled for February 1-5, 1954, at Michigan State College will have as a central theme a "do-it-yourself" type of educational program. Exhibits and demonstrations planned to interest industrial arts teachers and high school youth will include wood preservation, wood finishing, and a completely equipped woodworking shop.

Dr. Samuel M. Brownell, sworn in as U. S. Commissioner of Education Nov. 16, is congratulated by AVA Executive Secretary Dr. M. D. Mobley directly after the ceremony. Filling the vacancy caused by the recent death of Dr. Lee M. Thurston, Dr. Brownell came to Washington from Yale University where he served as Professor of Educational Administration. He was also President of the New Haven State Teachers College. Before joining the Yale faculty in 1938, he served for 9 years as Superintendent of Schools, Grosse Pointe, Michigan. His brother, Herbert, is U. S. Attorney General. Mrs. Oveta Culp Hobby, Secretary, Department of Health, Education, and Welfare, invited Dr. Mobley, who pledged full support to Dr. Brownell, to attend the ceremony.

A Dream Comes True in Baltimore

(Continued from page 12)

divides the room into two standard size gyms for separate use by boys and girls. When the door is open, the exhibition gymnasium seats over 800 persons. Several rooms for wrestling, corrective exercises, and community groups, lockers and showers for boys and girls, and an attractive swimming pool are included. The athletic fields, built at 3 levels due to the topography of the site, will provide tennis courts, a play field for girls, and a football field.

A mechanical laboratory, housed in the Shop Wing, has been designed and equipped to provide training in practical tests applicable to their chosen trades or industrial occupations. Modern equipment, including precision machines, are used by students in testing the strengths, stresses, hardness, breakage and other characteristics of materials such as bricks, concrete, wood, metals, and other items. Heat treatment of metals and the practical tests of oils and other liquids will also be included in the instructional units. Training will be confined to the ability of high school students and considered from the standpoint and needs of the mechanical craftsman.

The Shop or "A" Wing of modern factory design and construction, contains 32 shops and laboratories, with an average size of 35 x 70 feet and 18 foot ceilings. Floors are of concrete, wood lock, maple flooring, parquet wood, and asphalt tile, depending upon special requirements. At the end of each shop is an open steel balcony, 10 feet wide and 35 feet long, in which is located a students' conference room and instructor's office. Below are tool and storage rooms, lockers, and wash facilities. Each shop is provided with the required electric gas, air, water, and vacuum cleaning services. Fluorescent lighting is available in addition to excellent natural light. The south side of this wing is equipped with blue glare-free glass windows.

Through curricular and extracurricular activities in the Mergenthaler Vocational-Technical High School each student is afforded the opportunity to develop a well-rounded personality. Curricula designed to meet the needs, interests and abilities of the individual student permit maximum opportunities for success.

Each curriculum consists of a shop major, related technical subjects, and the general education or academic subjects. General education subjects provide the same basic knowledge and cultural values found in all high school programs. Shop and related technical subjects provide training, skills and knowledge for the trade. Individual instruction is given to each student in shop.

Maximum opportunity for character development is afforded the student through practice on real jobs in shop as well as in the classrooms, gym, cafeteria, auditorium, and clubs. The correct attitude traits of cooperation,, loyalty, reliability, honesty and punctuality are developed through real, meaningful experiences.

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Careers in Home Economics

How do high school girls become interested in going into a career in home economics?

This is a question many home economics people in Illinois have pondered.

The Illinois Home Economics Association and the Illinois Chain Store Council decided pupils of the Illinois high schools should be given an opportunity to study vocations in this field. In section meetings last fall one high school in each area was designated to study *Careers in Home Economics* either in a class for juniors and seniors or in FHA.

The Illinois Chain Store Council was instrumental in the compiliation of a research outline booklet that was given to each school representative.

The study began in November and on March 25 completed "Evidence" notebooks were turned in for judging. Each participating group submitted a notebook with proof of effort shown in the form of correspondence, newspaper articles, pictures, and notes.

Prize winning contestants for places 1 through 6 were the following teachers: Mrs. Hilda Gouther, Mrs. Mary Sprague, Vlasta Golz, Audrey Newton, and Mrs. Marion Tomlinson. Sixth through 10th places, not ranked, went to: Jane Peasly, Mrs. Blanche Weaver, Mrs. Anita Feilder, Florence Mathis, and Mrs. Mildred Foster.

The evaluation committee said: "We believe this is the beginning of a statewide campaign for more and better home economists."

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GENERAL ELECTRIC

PERSONALS

T. V. Downing Wins AFA Award

Thomas V. Downing, Virginia Assistant State Supervisor of Agricultural Education, was one of 5 top conservationists in the country who were winners of the American Forestry Association's Annual Conservation Awards for 1953.

Chosen as standouts in their respective fields at the Fourth American Forest Congress, October 30, were: Sherman Adams, Assistant to the President; George L. Drake, President of the Society of American Foresters; Ernest H. Linford, The Salt Lake Tribune's chief editorial writer; and P. H. Glatfelter, President, the P. H. Glatfelter Co.

Mr. Downing was honored for his work in pushing youth education programs in forestry and related subjects in Virginia and other southern states.

In presenting the awards, Robert N. Hoskins, Chairman of the Awards Committee and industrial forester for the Seaboard Air Line Railroad, gave each winner an inscribed walnut plaque and a life membership in the American Forestry Association.

In the official presentation to Mr. Anderson, Mr. Hoskins said:

"The American Forestry Association takes pride in presenting its 1953 Distinguished Service Award in education to a southern educator who is taking solid forestry teaching right into the very homes of thousands of farmers and woodland owners."

• • •

● **Dr. Walter F. Shaw,** Program Specialist in Distributive Education, U. S. Office of Education, was honored by the staff of the Vocational Division of the Connecticut State Department of Education at a banquet October 27.

In presenting an award and a gift to Dr. Shaw, Connecticut State Director of Vocational Education Emmett O'Brien said:

"We are appreciative of the devoted leadership which Walter Shaw has given us. Connecticut will always welcome Walter and wishes him long life and good fishing."

• • •

● **Wesley P. Smith,** California State Director of Vocational Education, is contributing his services to the Armed Forces Education Program as a 3-year-term member of the AFEP Committee.

The committee membership is composed of leading civilian educators from 11 different fields and representatives of the Armed Forces. The mission of the committee is to advise on the policies, practices, and standards of civilian education as part of the effort of the Armed Forces to provide military men with the opportunity to follow their educational interests during their period of service. It also formulates educational policies and recommendations.

● **J. C. Woodin,** Director, Department of Industrial and Adult Education, Wichita, Kansas, and former AVA Vice President for Trade and Industrial Education, has been appointed Assistant Superintendent in Charge of Industrial and Adult Education in Wichita.

• • •

● **Clinton W. Kersey,** Instructor of Industrial Arts, Roanoke, Va., public schools, is narrator for a weekly television series, "You Can Do It."

Several industrial arts teachers in the area aid Mr. Kersey in planning and developing the programs.—JOSEPH A. SCHAD, *Virginia.*

• • •

● **Mrs. Clio Sharpe Reinwald** assumed her duties as Chief of Home Economics Education for the Pennsylvania Department of Public Instruction July 27, 1953, succeeding Dr. A. Pauline Sanders who resigned in early June. Mrs. Reinwald has served as Homemaking Adviser for the Wyoming and Sullivan Counties area for 7 years prior to her appointment as State supervisor and State FHA Adviser. She has also served as a teacher in the field of vocational and general home economics.

• • •

● **Forrest A. Holmes** has returned to his duties as Head, Department of Vocational Education, University of Wyoming, after a year of sabbatical leave during which he worked on a Doctor's degree at the University of North Dakota. Jack Ruch, Teacher Trainer in Agriculture replaced Mr. Holmes during his absence.—RAYMOND S. ORR, *Wyoming.*

• • •

● **Mrs. Helen Hazen,** after 36 years of service in the vocational programs in New Jersey, retired last June.

Mrs. Hazen was appointed to serve in the dual capacity as Head of the Home Economics Department at New Jersey College for Women and Director of Vocational Teacher Training in the field of home economics in the Vocational Division of the New Jersey State Department of Education in 1927. She remained in this capacity until her retirement.

Kathleen Rhodes, who has been selected to assume the duties as Head of the Home Economics Department at New Jersey College for Women, earned her Doctorate at Cornell University where she did research in the field of Adult Education. She has been a staff member of the New York State Department of Education for several years during the period when there was a state-wide curriculum program, culminating in the *Guide for Homemaking Education.*

• • •

● A man who can call more than 10,000 Alabamians by name was guest of honor at a testimonial dinner at the University of Alabama, Montgomery, July 23.

Ben E. Harris, who retired after 25 years of service as Alabama's Associate State Supervisor of Trade and Industrial Education and Associate Professor, University of Alabama, was feted by his colleagues for his long and important career in vocational education.

C. M. Miller Resigns as Head of Kansas Program

C. M. Miller's resignation as Director of the Kansas State Board for Vocational Education will be effective January 15, 1954 — 4 days after the founder of the vocational program in Kansas will have reached his 70th birthday. He has headed the Kansas department since its organization in 1922.

Recognized throughout the country as a leader, Mr. Miller has served as President of the National Association of State Directors of Vocational Education and President of the American Vocational Association. He is an AVA Life Member.

Mr. Miller's teaching career began in 1908 in the rural schools of Crawford County, Kansas. As Principal of the Labette County High School, Altamont, he organized a vo-ag program, one of the first 3 in Kansas. He also established an auto mechanics course in Altamont, one of the first trade classes in the state. Both courses have operated continuously and today Altamont has one of the most outstanding vocational schools in the U. S.

On his office wall are certificates presented to him by the United States Commissioner of Education in recognition of his professional and patriotic services in the administration and operation of the food production war training program, and the program of vocational training for war production. One of the plaques presented to him as an outstanding educator states:

"Your enthusiastic devotion to the great profession of teaching . . . your educational contributions as Lecturer, Consultant and Author . . . your enduring faith in our Industrial Education program which recognizes individual Creative Thinking and Doing as vital factors in our American Way of Life . . . all these, combined with your readiness to serve and inspire our American Youth in such organizations as the "Future Farmers of America," have enabled you to give to our nation an Educational Leadership that will guide our youth in the ideals of American Democracy. . . . In the true American spirit you have served well your State and Country and in so doing you have inspired others to higher goals of endeavor."

—By HELEN ANKENY

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T. TODD JONES

T. Todd Jones, 40, former Advertising Manager of School Shop magazine and 1953 Captain of The Ship's organization was killed when his car crashed into a freight train near Wayne, Michigan, October 14.

Mr. Jones, a well known and active member of The Ship since 1944 had left his advertising post with Prakken Publications early in October of this year to go with Boersma Travel Service, Inc., Ann Arbor, Michigan, as a salesman. He was en route to Detroit on business when the fatal accident occurred in a heavy morning fog.

Surviving besides his wife, Mabel, and his parents, are a daughter, Mardeth, and a son, Todd.

LAWRENCE T. WHALEN

Lawrence T. Whalen, 46, an instructor in the West Allis, Wisconsin School of Vocational and Adult Education, died of a heart attack, September 9. Mr. Whalen had taught Auto Service in the day school since 1946. In 1950, he started a class in Driver Education and successfully trained 575 drivers. Mr. Whalen was well-known for his patience as an instructor.

MORTIMER C. RITTER

Mortimer C. Ritter, 61, founder and first president of the Central High School of Needle Trades; first president of the 2-year community college, the Fashion Institute of Technology (both in New York City), and a Life Member of the AVA, died in Mount Sinai Hospital after a long illness, November 7.

Mr. Ritter, a pioneer in efforts to train youth for the garment trade, was assigned by the Board of Education in 1926 to organize the Central High School of Needle Trades. He opened the school in the same year in a loft building on W. 31st St.

By interesting labor and management representatives in the textile field and with the help of the Board of Education, he was instrumental in planning construction of the present 11-story building which houses the high school in the center of the garment industry. This building was completed in 1940.

With Mr. Ritter as a leading backer, the Fashion Institute of Technology was opened in 1944 to establish an advanced school of fashion and design. The institute was incorporated into the State University of New York in 1951, and Mr. Ritter was appointed its first president.

Tribute to Tracy Dale

Alta Motter, Missouri State Supervisor of Home Economics Education, presented professional tribute to Tracy E. Dale at the annual meeting of the Missouri Vocational Association in St. Louis November 5, a portion of which appears here:

"It is appropriate on this occasion that members of the Missouri Vocational Association pause in memory of Mr. Tracy E. Dale, our former Director of Vocational Education. Mr. Dale, a native Missourian, spent the major portion of his life working in Missouri for education which would benefit the boys and girls *and adults* of our state.

"Under his leadership, there was much expansion of the vocational program, and there has been greater understanding and acceptance of vocational education throughout the entire state.

"The finest tribute we can pay to Mr. Dale will be that we continue to work for the total program of education that meets the life needs of youth and adults."

George I. Martin Heads Georgia Program

Newly appointed Georgia State Director of Vocational Education is George I. Martin who has served, since 1950, as Assistant State Director.

Mr. Martin has had a long and important career in the field. As a voag teacher in Sylvester, Ga., he was adjudged the outstanding teacher of vocational agriculture in the southern states. From two-thirds to three-fourths of the boys who were in his classes became farmers.

Appointed Assistant State Supervisor of Vocational Agriculture in 1934 to succeed Dr. M. D. Mobley, Mr. Martin later was named full State Supervisor. He advanced from this position to the Assistant State Directorship of Vocational Education in Georgia.

* * *

● **John C. Tranbarger,** Associate Professor of Industrial Education at Indiana State Teachers College retired recently after 30 years of service. Mr. Tranbarger was in charge of the Teachers College Press and the instructional program in printing.

* * *

● The Four-State 1953 Regional Conference on Industrial Arts and Vocational Education was held at the Kansas State Teachers College, Pittsburgh, October 2-3. Dr. Joseph R. Strobel, Dr. M. Ray Karnes, and John N. Franks were main speakers.

* * *

● The University of Houston now awards 6 scholarships to distributive education graduates of Texas high schools. One is sponsored by the Retail Merchant's Association of Houston, one by the Weiner's Dry Good Stores, and 4 by the Texas Retail Furniture Association.

* * *

● A series of 18 weekly programs devoted to discussions of vocational education have been presented in Washington, D. C. by Station WTOP in cooperation with the District of Columbia public schools.

Entitled "Opportunity and You" the series opened with an overall picture of vocational education offerings in the District. This was followed with broadcasts from all of the vocational schools in D. C. Teachers and students were interviewed and various special programs explained.

"OLIVER"
30-inch
BAND SAW
The safety features and performance of this Band Saw have won marked approval from school shop instructors and officials. Check these features! Automatic brake for upper wheel. Table has self-locking tilting device. Shut-off foot brake to stop machine quickly. Ring-disk wheels. Also made 18", 36" 38" sizes.
Write for Bulletin 217D
Oliver Machinery Co.
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Books and Bulletins

How to Glue It, by Cavedale Craftsmen. The Franklin Glue Company, Columbus 15, Ohio, 1953. 32 pages, $0.15.

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Selected Motion Pictures. Association Films, Inc., 347 Madison Avenue, New York 17, New York, 1953-1954. 54 pages.

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Blueprint For Tomorrow—A Life Insurance Workbook For Business Education. Educational Division, Institute of Life Insurance, 488 Madison Avenue, New York 22, New York, 1953. 24 pages.

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Nationally Televised Programs of Educational Nature. Television Information Committee of the National Association of Radio and Television Broadcasters, 1771 N Street, N. W., Washington 6, D. C., 1953-54. 12 pages.

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Educational Television Local Program Survey, by Gertrude G. Broderick. Television Information Committee of the National Association of Radio and Television Broadcasters, 1771 N Street, N. W., Washington 6, D. C., 1952-53. 30 pages.

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Managing the School District Insurance Program. American Association of School Administrators, 1201 Sixteenth Street, N. W., Washington 6, D. C., 1953. 26 pages, $0.50.

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Cooperative Business Training For Farm Youth, by Oscar R. LeBeau and John H. Heckman. Farm Crdeit Administration, U. S. Department of Agriculture, Washington, D. C., 1953. 56 pages, $0.20.

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Rules and Conditions, Seventh Annual Engineering Undergraduate Award and Scholarship Program. The James F. Lincoln Arc Welding Foundation, Cleveland 17, Ohio, 1953. 26 pages.

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Young America Teaching Films. Young America Films Inc., 18 East 41st Street, New York 17, New York, 1953-54. 20 pages.

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Young America Filmstrips. Young America Films Inc., 18 East 41st Street, New York 17, New York, 1953-54. 20 pages.

AGRICULTURE EDUCATION

Vegetable Growing, by James Sheldon Shoemaker. John Wiley & Sons, 440 Fourth Ave., New York 16, N. Y. 1953. 515 pages, $6.00.

Research studies that have contributed to improved vegetable growing practices are discussed throughout this text. A recent second edition that has many new features.

HOMEMAKING

Fabrics, by Grace G. Denny. J. B. Lippincott Co., Chicago, Ill., 1953. 221 pages, $4.00.

The standard edition of this text is completely revised, from format to illustrations. Evaluation of Textiles is offered as well as standards for textile purchasing. The latter describes legislation and standards with which the consumer should be familiar.

Practical Upholstering, by the Commercial Trades Institute Instructional Staff. McGraw-Hill Book Co., 330 W. 42nd St., New York 18, N. Y., 1953. 296 pages, $4.50.

This text is planned for home decorators as well as instructors. Fundamental upholstering practices and procedures are supplemented with step-by-step illustrations.

INDUSTRIAL ARTS

Modern School Shop Planning. Prakken Publications, 330 S. State St., Ann Arbor, Michigan, 1953. 113 pages, $2.50.

Practical suggestions for planning individual shops as well as overall units are outlined in this illustrated book. Principles of purchasing and safety rules for the shop are also covered.

• • •

General Printing, by Glen U. Cleeton and Charles W. Pitkin. McKnight and McKnight Publishing Co., Bloomington, Ill., 1953. 195 pages, $3.00.

Units begin with a background of the industry and proceed through 119 sections to cover all phases of printing. Illustrations, photos, and specimens of type faces are included.

• • •

Teaching Successfully the Industrial Arts and Vocational Sujects, by G. Harold Silvius and Estell H. Curry. McKnight & McKnight Publishing Co., Bloomington, Ill., 1953. 339 pages, $4.50.

The topics discussed in this book were selected from 147 identified in a national field study. Those that are featured are believed to be fundamental.

TRADE AND INDUSTRIAL

Photography Workbook, by Victor C. Smith. J. B. Lippincott Co., Chicago, Ill., 1953. 85 pages.

This workbook for beginning students offers systematic assignments that require reference reading.

• • •

How to Trouble Shoot a TV Receiver, by J. Richard Johnson. John F. Rider Publisher, Inc., 480 Canal St., New York 13, N. Y., 1953. 128 pages, $1.80.

Proper preparation and planning for trouble shooting is presented in this book together with complete lists of necessary tools, equipment, and accessories.

VOCATIONAL GUIDANCE

Selecting an Occupation, by Charles A. Prosser and Calvin S. Sifferd. McKnight & McKnight Publishing Co., Bloomington, Ill., 1953. 246 pages, $2.50.

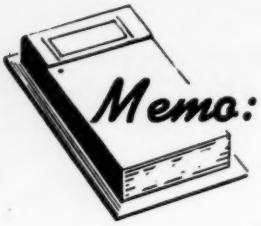
This book has the same title as a McKnight publication first produced in 1936, revised in 1945, and prepared by Charles A. Prosser. The current edition contains portions of the original work.

● **Silas M. Ransopher** will soon complete a directory of federally aided all-day trade and industrial education programs throughout the United States, with an index which will enable users to locate classes in any subject in cities where they are in operation. The latest directory of this kind, long out of print, was issued in 1940.

Christmas Greetings

When midnight chimes
say it's Christmas,
And we re-affirm
'good will toward men'—
When faith, hope, and truth
join with wisdom,
To rule a new year
once again;
For the goodness of
giving with service
May you have peace and joy
in your heart,
While the season of
time-honored glory,
Brings you blessings
that never depart.

—your AVA
Washington Staff



Are you using these AVA Publications?

1. **A Guide to Improving Instruction in Industrial Arts**—The basic teaching tool for industrial arts instructors. Has suggested objectives, shop experiences and informational topics for twelve instructional areas. Bibliographies and sources of materials included. 120 pages, 1953. Single copies $1.00; orders for ten or more receive 25% discount.

2. **Studies in Industrial Education**—The first bibliography on the graduate level in industrial arts education, vocational industrial education, and technical education. 160 pages, 1949. $1.00.

3. **Administration of Vocational Education at State and Local Levels**—Why schoolmen must be more concerned with vocational education. Emphasizes role of local and state directors of vocational programs, who have authority commensurate with responsibility. 24 pages, 1953 Single copies free; quantity $.10 each.

4. **A New Look at Life Adjustment Education**—Points out how the educational practices developed in vocational programs can be applied to a sound program of education for the neglected 60 per cent of our high school population. 48 pages, 1950. $.25.

5. **The School Administrator and Vocational Education**—Designed to promote new and expanded vocational programs by providing sound and accurate information about the philosophy and practices of vocational education. A must for college courses in administration. 24 pages, 1950. Free.

6. **American Vocational Association: Your Professional Organization**—The story of your association—a story of progress and promise. Learn what the AVA is doing to advance the professional wellbeing of vocational and industrial arts workers and promote the development of these programs. 24 pages, 1951. Free.

7. **Service Areas for Vocational Schools**—Presents complete information about procedures and policies for establishing area vocational schools. Describes different types of area vocational programs which are now in operation. 36 pages, 1949. $.25.

8. **Vocational Advisory Committees**—Prepared to promote use of advisory committees by explaining their functions and describing their contributions to a sound vocational program. Will help achieve maximum benefits from lay advisory groups. 40 pages, 1950. $.25.

9. **Vocational Education for American Youth**—A clear-cut and definitive statement of the aims, objectives and accomplishments of vocational education. 12 pages, 1949. Free.

10. **Salary Incentives for Teachers of Industrial and Distributive Education**—Reasons why salary schedules must be revised to attract competent instructors in these two vital fields. Includes selected examples of how this is now being done. 24 pages, 1951. $.15.

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